

# National Parent-Teacher

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*The Official Magazine of the National Congress of Parents and Teachers*

OCTOBER, 1943

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*In This Issue:* SEX GUIDANCE IN WARTIME: *Donald McLean and Walter A. Helfrich*  
• WE ARE THEY: *Alice Sowers* • MENTAL GROWTH IN THE PRESCHOOL PERIOD: *Florence L. Goodenough* • HOME-SCHOOL TEAMWORK FOR DEMOCRACY: *Agnes Samuelson* • OCTOBER GRAPES: *Bonaro W. Overstreet* • BIG QUESTIONS FOR LITTLE PEOPLE: *Rhoda W. Bacmeister*

# *Objects* OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

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**T**o promote the welfare of children and youth in home, school, church, and community.

**T**o raise the standards of home life.

**T**o secure adequate laws for the care and protection of children and youth.

**T**o bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

**T**o develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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**NATIONAL PARENT-TEACHER**

The Official Magazine of the National  
Congress of Parents and Teachers

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MEMBER OF THE







**F**ine, fit, and fun-loving, these buoyant youngsters are but two of the thousands of American children who will enter school this year free of all remediable defects. Their readiness for a vital year of work and play is due in no small measure to the Summer Round-Up of the Children, sponsored by the National Congress of Parents and Teachers and conducted by P.T.A.'s all over the nation.



# The President's Message

## Education—For What?

**I**N every community in the land the biggest public business is the school system. We are all stockholders in this vast enterprise, which has a plant valuation of about \$12,000,000,000, does a yearly business of about \$2,000,000,000, retains some 1,000,000 employees, and has an enrollment of approximately 30,000,000 children and young people.

This is a vast social enterprise, unique in many respects to the United States; every child *must* attend; everyone *must* help support the schools. Why is this? What do we hope to accomplish?

Once we believed that education would automatically produce men of democratic ideals. It can do so. But the war has shown us that this is not necessarily true. Education in some countries has produced children and youth who are militant and brutal; distorted facts have been drilled into plastic minds, causing a fever of racial hatred and intolerance. We must have education, but the *sort* of education we should have is one of the most important questions in the world today. Tomorrow depends on the answer.

Just now, at the beginning of another school year, we parents and teachers especially should be giving very serious thought to these problems. Let us ask ourselves and our schools some pertinent questions:

Do we have adequate educational opportunities? Everywhere? If not, how may we secure them?

Is what is taught in our schools as well adapted to the needs of the times as is possible?

Is it flexible enough to allow each child to develop according to his own capacities?

Will it produce men and women who are free in mind and spirit?

Will it make them responsible citizens, good and understanding parents?

Are the history and underlying philosophy of our political ideals taught so that all can understand them?

Does enthusiasm for the democratic way of life result from our teaching?

Will our children and youth learn to see themselves and their country as members of the family of nations?

How can we preserve fundamental values without ignoring worth-while new ideas?

How can education look ahead to the years of peace?

**A**LL these questions—and others—must be answered and answered fully if we are ever to arrive at the threshold of a better world. Home and school together, working as a team, must aim to produce citizens who know the meaning of self-discipline and self-control; who understand the history and ideals of their country; who live democratically, everywhere and at all times. They must produce men and women who are sound of mind and body, trained in useful vocations, and capable of creating families and homes wherein there are happiness, affection, and a sense of security and achievement. They must produce characters that are built on the foundation stones of patriotism, religion, and democracy; personalities equipped with a sense of values and with attitudes based upon interest in the welfare of all men.

We are living in a time of conflicting and confusing ideas. The schools reflect the popular will. If we expect them to create citizens ready to guide the nation wisely in the near future, we must take time to clarify our own ideas; to discuss the meaning of "a good education," how it may be given to *all* children capable of receiving it, and how to pay for it. We expect and demand much of our schools. We must *give* much to them in thought as well as in money.

Are we truly educating our children? For what?



*Myrinetta A. Hastings!*

*President, National Congress of Parents and Teachers*

# Sex Guidance in *Wartime*

DONALD McLEAN and  
WALTER A. HELFRICH



nothing whatever to do with the matter. No parent can build a high enough wall around his children to prevent them from obtaining ideas about sex. You parents will give them scientific knowledge and guidance on the subject, or they will acquire absurd notions from badly informed companions, and these notions can establish attitudes that may ruin their adult lives."

Doubtless the majority of you fathers and mothers, nowadays, agree with the educator. Shocked by your own life experiences into the realization that the sex instruction, if any, you received in your youth was largely a mixture of fairy tale and superstition, you are determined that your children shall be given clear and wholesome information on this all-important subject.

Already most of you have cleared the first hurdles satisfactorily. The simple, direct questions of your boys and girls when they were small, "Where did I come from, Mamma?" "Who made me, Daddy?" and queries pertaining to sex differences you probably answered frankly enough.

But now your children are entering or have entered adolescence. They are more like adults, and discussing sex matters with them seems much more difficult than it was to answer their simple questions when they were small. Yet you wish to help your boys and girls to comprehend and respect that profound human event, adolescence, in order that they may control the new forces of their being for their present protection and future happiness.

SEVERAL YEARS ago a noted educator was addressing a parent-teacher group on the subject of sex education for children. He presented ways and means of guiding youth on sex matters that his own experience, together with the findings of many other authorities in this field, had proved to be valid.

At the close of the lecture a parent rose and said protestingly, "What you have told us, Dr. B., is all very well if you assume that all of us parents are agreed in wanting our children to have sex information. But this assumption isn't correct. I, for one, am not sure that I do."

"Madam," Dr. B. replied, somewhat tartly, "your wants have

**A**T any and all times the problem of offering intelligent sex guidance to adolescent boys and girls is a difficult one. In time of war its difficulty is increased a thousandfold, for the many conflicting interests and urges of wartime tend to lower standards of personal conduct, not only for youth but often for adults. This article, the work of two consulting psychologists, offers an approach to guidance that is both intelligent and effective.

Despite your good will, however, the taboos you grew up with keep trying to restrain you. You have fleeting impulses to stage a retreat, even though you have resolved to do the job. If only you knew how and where to begin!

### Guideposts Along the Way

**A**s is well known, the adolescent period is one of hastened physical and emotional development. Nature is forcing upon the young person a need for sex expression. Now this is one of the basic drives of all living creatures; but thousands of years of human experience have shown that civilization can be maintained only when society demands that each person control himself and accept responsibility for his own sex life. Most human beings have accepted these demands, and their acceptance has made it possible to erect the legal, social, and cultural institutions that give stability to our way of life.

This stability, however, will be constantly threatened unless most of the members of each new generation accept these demands in their turn.

And to secure their acceptance, parents must use intelligent methods. In guiding adolescents through the conflict between their feelings and our social customs, care should be taken, first of all, to acknowledge the right of every human being to have these feelings. Feelings came before social discipline. Nature has planned that the individual shall seek and find physical and emotional satisfaction in a sex relationship with a member of the opposite sex at an early age. And this is what your boys and girls instinctively start out to do. But suddenly they find themselves hemmed in by all kinds of restrictions and taboos,

and they have a right to know what all this is about. They need the help of responsible adults.

### Nature and Society

**U**NFORTUNATELY, nature forces the need for sex expression upon adolescents long before they are prepared to shoulder the social and economic responsibility that such expression involves. In our highly competitive society, educational demands have grown; the training period required to equip boys, especially, to meet the obligations of marriage and fatherhood is long and exacting.

This lag between emotional and physiological preparedness and intellectual preparedness brings about intense conflicts. Accordingly, ways and means have been discovered to delay direct sex expression until the adolescent becomes mentally more mature and acquires greater skill in making a living.

One of these means is to forestall, if possible, too early selection of a love-object. This helps to prevent the kind of concentration on a particular boy or girl that may result in an ill-advised mar-



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riage or a premature sex relationship. To accomplish delay, a youth should be encouraged to form a large number of friendships, especially with members of the opposite sex. His emotional drives will then be well distributed; they will lack the intensity of focus that is likely to occur if he has only a few contacts.

A young person needs wide experience if he is to become skilled in comparing one person with another, which is necessary before he can judge with any accuracy the kind of person he wants as a marriage partner. Parents must assume leader-



ship in providing social experience for their children. Encouraging the use of the home at all reasonable times for parties, dances, and celebrations is one way of furnishing leadership. However, the youngsters should be given independence, as far as possible, in managing their own social affairs. Youth is made ill at ease and resentful when grown-ups try to play too conspicuous a role.

Another way to delay matters is to encourage participation in all appropriate forms of athletic recreation, particularly with large groups. These activities provide outlets for youth's excessive energy; healthily tired bodies are much less likely to harbor disturbing emotions. Instruction in the creative forms of expression is also excellent. Dancing, music, painting, and artcraft help to absorb energy in a highly constructive way.

### The Petting Problem

**A** LONG WITH these indirect controls, direct control by way of intelligent sex instruction is necessary. The question of how to handle the petting problem has troubled more parents, perhaps, than anything else connected with their adolescent children. The advent of the automobile has initiated new opportunities for emotional excitement. A good-night kiss at the door has been elaborated into extended intimacies in cars parked in innumerable "lovers' retreats."

To explain to adolescents that petting is "wrong" contributes nothing toward the solution of the problem; indeed, it may induce feelings of guilt, thus giving rise to conflicts that can do permanent damage. It is wise to face the issue squarely. Freely acknowledge that desires for physical caresses are normal, but point out casually and without display of authority that serious consequences may result from getting into situations that encourage these desires. Admit that a brief kiss and hug may be harmless, but tell the boy or the girl that prolonged periods of love-making cause a physical stimulation that creates greater and greater need for relief of mounting body tension, and that is how emotional control is lost.

Explain that these highly emotional states are nature's way of insuring the continuance of human life. Nature neither knows nor cares whether a boy and girl are prepared to assume the responsibility of parenthood; but "society" has ruled that only married people are permitted to have children.

In thus counseling your boys and girls, you are not condemning them for wanting to behave in a normal fashion; you are simply showing them why it is best to avoid situations that contribute to sex-stimulating thoughts and behavior before mar-

riage. They will understand then the danger of getting entangled in a relationship that they, themselves, have not even remotely intended.

The problem of petting always increases during a war. In many respects adults themselves undergo a decline in moral standards. Feelings become highly sentimentalized; glamor creeps into war activities; and boys and girls are readily influenced by these unstable values.

Girls, from time immemorial, have been dazzled by the military uniform. To them it is a symbol of strength, of courage, of all that is virile and manly. The adolescent girl forgets that the boy inside the uniform is very human and that he himself, under the spotlight of glamor and glory, often becomes as emotional as herself. He may make a promise he will forget to keep in return for favors she shouldn't grant.

Most of the boys in service are good, average Americans, willing and ready to do their job in winning the war. But they have suffered sudden dislocations in being uprooted from their familiar environments and shipped off to camp where life is hard and strange and, worst of all, devoid of feminine companionship. On leave, they try to cram into a few days all the excitement, pleasure, and affection they have dreamed of in their periods of loneliness. Adolescent girls should be given a calm, realistic understanding of all these war-time forces.

### Shall They Marry?

**H**OWEVER, if an adolescent girl and a soldier fall genuinely in love, the almost automatic protest of most parents, "Wait until after the war," had better be avoided until a more objective opinion can be formed. If the boy and the girl have known each other a few weeks at least and there is reason to believe that the attraction doesn't stem entirely from the excitement of war, then serious consideration should be given to their desire to get married.

Facts from the last war disclose that innumerable boys and girls who waited "until after the war" waited in vain. More than one boy went overseas bitterly disappointed because he had not been permitted to marry his loved one—and many of these never returned. Many a girl developed a neurosis when later she failed to find someone else and so could not marry at all.

Economic uncertainty is probably the chief reason for parents' opposition to war marriages, but, valid as this reason often is, it is not all-important. The all-important factor is the love of the boy and the girl for each other. Marriage, however brief, can bring a fulfillment to their lives that they may never experience otherwise.

WE are all familiar with the growth of the body. Day by day and year by year, children grow taller and heavier. Clothing is outgrown before it is worn out, and the younger children in the family grow to fit the garments that their older brothers and sisters can no longer wear.

Bodily growth is easily recognized because we can see the changes that have taken place. But many people think of mental growth as something too subtle and too vague for the ordinary person to discern. Because it is not directly perceptible to the eye or ear, they regard it as something beyond their understanding. Yet we do not actually *see* the children grow taller; we note only that growth has taken place.

In like manner, we cannot see the process of mental growth, but we can observe its results. Today, at the age of eighteen months, Tommy has a speaking vocabulary of perhaps fifty words, and he understands many more. A year ago he could not speak at all. This acquisition of spoken language is one of the many signs of the child's growing mentality.

"But," you say, "he *learned* to talk. Is mental growth, then, nothing more than learning?"

It is true that our only means of studying mental growth is by ascertaining what a child has learned to do. But we must not confuse *the thing that is learned* with *the ability to learn*. Let us go back to Tommy and his speech. During the first nine months of his life Tommy had quite as much opportunity to learn to speak as he had during the second nine months. Yet the only sounds he made were incoherent babblings. Moreover, we know from certain cases—fortunately rare—in which the "mental stature" never attains a level beyond that of the ordinary child of twelve months, that had Tommy's mental growth been arrested at the end of his first year he would never have learned

## MENTAL GROWTH IN THE PRESCHOOL PERIOD

FLORENCE L. GOODENOUGH

**L**ITTLE by little, as the knowledge gained through years of patient testing and observation is passed on to the general public, parents and teachers are coming into full understanding of what is meant by "mental development" and by the methods used to measure it. This article, the second in the preschool study course "Basic Training for the Toddler," is a further interpretation of certain facts that every parent needs to know.

to talk, no matter how much effort was expended to teach him. The child who is entirely without opportunity to learn does not learn, regardless of his ability; the child without ability to learn does not learn, regardless of his opportunities. We can provide opportunity, but we cannot provide ability. The totally deaf child, left without training, does not learn to speak; but he can be taught to do so, if he has the requisite ability, by the right kind of training. But no kind of training will give speech to the idiot.

### Ability to Learn

**F**OR PRACTICAL purposes, then, we may define mental growth as *the increasing capacity to learn*, especially in those areas that demand abstract thought and reasoning through the use of symbols. Because we cannot observe "capacity" directly, we fall back upon the pragmatic test: seeing which of the things that a child has had opportunity to learn he actually has learned at any given age. It is this that we measure and call *ability*. If a three-year-old had never seen a pair of shoes it is very unlikely that he would be able to answer a question found in one of the well-known mental tests for young children, in which the examiner touches the child's shoe and asks, "What is this? What is it for?" But the child of three who has been reared in an ordinary American home has no difficulty with this task, because he has not only had the requisite experience but attained the level of ability needed to deal with that experience.



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## Measurement of Mental Growth in Early Childhood

FROM THE foregoing brief discussion it should be possible to form an idea of the manner in which the psychologist gains an estimate of the mental level of an individual child. A "mental test" is nothing more than a series of tasks arranged in order of the age at which the average child is able to perform them.

First of all, since the total series must not be so long as to fatigue the child, every item must be *diagnostic*. This means that from the child's performance on this single item we are warranted in drawing conclusions about his ability to perform many other tasks of which time does not permit actual trial. In the second place, the items must be so *interesting and attractive* that the child will enjoy trying them. No one can judge what a child is able to do if he refuses to try. The skill of the examiner in arousing and fostering a youngster's interest and in winning his confidence is an important factor here. And finally, all items must be chosen from things that practically all the children who are to be given the test have had opportunity to learn to do.

This does not mean that the precise items must be familiar. As a matter of fact, the newness of the material often provides one of its chief attractions. But it does mean that each child must have had a chance to learn the basic principles by which the task is performed. The application of these principles to the new material is a test of his understanding of them.

To develop a series of tasks from which conclusions about a child's mental level can justifiably be drawn is not an easy matter. For the selection and standardization of one of the latest and best of the scales designed for this purpose, the full time of a number of highly trained persons over a period of ten years was required. No one, not even the most highly skilled and experienced examiner, can tell in advance which tasks will meet the acid test of actual trial in field and laboratory. For every item retained, many others will have been tried and rejected. Even after the scale has been worked out and its accuracy thoroughly tested, it is not an instrument that just anyone can use.

Although the untrained parent or teacher is not qualified to make more than an informal appraisal of a child's mental level, there are nevertheless many signs of his growing mentality that can be observed by anyone who is willing to devote a little time to the matter. By far the most impor-

tant of these is his increasing use of language.

The rate at which he improves in the use of this tool is an index of his mental growth. Thus a fairly good idea of your child's mental progress can be gained by noting such things as the size of his vocabulary, the average length of his sentences, his use of phrases and clauses—particularly subordinate clauses—and the correct use of pronouns and prepositions. If you will spend one hour every four months with a pencil and paper when your child does not know that he is being observed, and make an exact, word-for-word record of everything that he says during that hour, you will be amazed to note the progress shown by comparing the successive records taken between the ages of sixteen months and six years.

Another indication of the child's mental growth is to be seen in the kind of response he makes to pictures. The child of eighteen months will point out a few simple objects—a baby, a dog, an automobile—in a magazine or a picture book. At thirty months, sometimes even earlier, he will begin to name these objects for himself. By the time he is four or five years old he can respond to such questions as "What is the baby in this picture doing?" provided, of course, that the action is simple and familiar. But, unless his attention is specifically drawn to it, he is unlikely to refer to the action shown in a picture before he reaches the age of six or seven.

### Milestones Mark the Way

THE ABILITY to give definitions of common objects is another indication of the child's ability to think in abstract terms. Ask the three-year-old, "What is a chair?" Of course he knows a chair when he sees it, but only a very advanced child of three will be able to put his knowledge into words. The chances are that he will either ignore your question or merely repeat it. "A chair's a chair," he may earnestly insist; or he may lead you to one and perhaps push you into it. And that is all. But ask the same question two years later and he will be ready with his answer. "To sit in!" he will triumphantly announce. In another year he will begin to amplify with further description. "It's wood and you sit in it," he will tell you. But not until about the age of eight years will the average child spontaneously relate the species to the genus and state, "A chair is a piece of furniture used to sit on."

Memory, range and kind of information, interest in the "how" and the "why" as well as in the "what," constructiveness in play, and ingenuity in the use of toys are other things to be noted. One should not lose sight of the fact that children vary in the type as well as in the degree of their







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mental development, and that the kind of activity that is appealing and challenging to one child may not incite another to his best efforts. One need not be greatly disturbed if a child appears somewhat slow in a single type of performance, if he is well up to standard in other ways.

### The Guidance of Mental Growth

CHILDREN ARE not all alike. Just as some are tall for their age and others short; just as some are slender and others plump; just as some grow rapidly and others more slowly, so do they differ in mental development. In the matter of physical size we have learned not to worry about whether a particular child is short or tall, at least as long as he falls within the normal range. We ask instead, "Is he healthy?" But in the matter of mental growth we do not always take so sensible a view. Many parents are not content to have their children merely normal in intelligence. They want them to be exceptionally bright. This is natural enough, but it is a highly unfortunate attitude when it leads, as it often does, to unwise attempts at forcing young children to perform tasks for

which they are not ready, or to making comparisons between children whose natural capacities differ.

Mental health is quite as important as bodily health, and much can be done to conserve and foster it. Healthy mental growth is not dependent upon high intelligence. It is a question of how intelligence operates. The genius who devotes his brilliant mind to planning and organizing methods of defrauding society is neither an asset to the world nor a source of satisfaction to himself. The honest laborer with pick and shovel who could never gain more than the rudiments of formal education is nevertheless filling a necessary place in society and is, in all probability, reasonably happy and fairly contented.

If we look back into the lives of adults whose unhealthy mental growth has led them to crime, unhappiness, or even mental disease, we shall usually find that their unfortunate attitudes and behavior did not appear suddenly or without cause, but began in childhood and grew with their growth. Very often these undesirable reactions arise because the normal, healthy responses are blocked off. The young child is full of eager zest, curiosity, and desire for action. He wants to experiment with the world around him, and he is confident both of his own ability and of the basic fairness and dependability of the persons and things with which he must deal.

He finds, however, that people do not always act fairly or consistently. So, perforce, he tries to apply his little mind to solving the puzzles they present. He tries out various methods. Perhaps he is able to "wear them down" by constant teasing. Perhaps he is able to manage them by crying. Perhaps he can deceive them by subterfuge or evasion. Perhaps he can play upon their love by "showing off."

We cannot separate mental growth from mental health. The growing mind is the learning mind, and the most important aspects of the child's learning are those which have to do with the establishment of attitudes, of thinking about the world, and with the development of his own relations to society. It is this last that determines what the child will make of his life. We cannot, if we would, prevent the mind from growing, nor can we do much about influencing its rate of growth or determining its final level. But we can help to insure that its growth shall be healthy. Mental health can be cultivated, and the time to begin is in early childhood.



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## October Grapes

**R**UBBING his finger back and forth along a scar on the counter of his hardware store, Tom Talcott stared down with a frowning concentration that had nothing to do with scar or finger. At last he raised worried eyes to his friend, Dr. Wilbur Clark, minister of the Kane Street Community Church.

"I don't know what to say, Wilbur. I just don't know. Thanks for asking me first . . . but I guess I'll have to tell you to ask Miriam herself. She's been so wonderful, ever since the word came about Blake's death in action. She's been . . . oh, finer somehow, steadier and stronger, than anyone has a right to expect anyone to be. . . . But there must be a breaking point—I don't know where. I don't suppose she knows. This thing you want her to do: it might be one thing too much.

"She's kept life going right along on an even keel—but some things she's avoided. She . . . hasn't wanted to go where there'd be singing—not even to church. You know how music can worm its way under your defenses. This service-flag raising you're talking about—it'd involve a lot of singing that might be all wrong for Miriam just now. But if there's this special thing she can

# War Comes to

do to help . . . well, you know what she's like. Anyway, go ahead and ask her."

"Thanks, Tom. I won't urge too hard."

"She said she'd be picking grapes this morning to make juice. So if she doesn't answer the bell, look around back, at the arbor."

"Thanks again. I'll call you later."

**M**IRIAM TALCOTT sat on top of her five-foot ladder and rubbed the bloom from a bunch of grapes that hung, dark blue, from the vine beside her. "No, Wilbur . . . don't ask me. I can't work on this service-flag raising. I don't intend even to go. There's nothing I could do that someone else couldn't do as well—Betty Crawford, Norma Whitehead. . . . And I tell you I couldn't sit through all that music . . . that talk. Being looked at . . . thinking of Blake every second . . ."

"All right, Miriam. But please believe I wouldn't have asked if it were true that someone else—anyone else—could do the job."

"I don't see. . . . I can't think of anything I'd be specially needed for."

"Could you let me just tell you, before you make your *no final*?"

"Yes, Wilbur . . . of course. I didn't mean to be abrupt. I just felt—but go on."

Dr. Clark, after a moment's silence, began putting word and word together, measuringly, as though they were jigsaw puzzle pieces that could be made to fit in only one way. "Well . . . you see, Miriam, I'm asking you to do this particular job, not in spite of Blake's death, but because of it. Your being Blake's mother is exactly what makes you the one person, the only person, who can solve a certain touchy problem. . . .

"You know—I don't have to tell you—how reluctant our settled citizens have been to admit that the new defense workers actually *live* in our town, that it's their home now. I'm worried about those defense workers and their families. And I'm worried about another group—our own permanent foreign element: our wrong-side-of-the-tracks people. These people are as much part of the war effort as anyone else . . . and Liberty Hill is where they must have community experiences if they're going to have them anywhere. But somehow . . . they're kept on the outside. When I talked with the committee about this service-flag raising, I found out at once they hadn't even thought of it as a *total* community project—it was just expected to bring out the same people who have



# Liberty Hill

BONARO W. OVERSTREET

always mixed together in local events. When I put the fact that the war is giving us our greatest chance and greatest reason to bring different groups together—to stop treating fellow Americans as outsiders—they said that, naturally, no one would be *excluded* from the services who wanted to come. But the enthusiasm was, shall I say, temperate. . . .”

He smiled a crooked, remembering smile, and Miriam smiled in return. “I can imagine,” she said. “*Temperate* is, I think, a properly temperate word.”

“Well, just yesterday Sam Burton—that young reporter on the *Register*—came around to my study. He had dug up an interesting fact. Three Liberty Hill mothers have lost sons in action. You’re one of them. Another’s a Mrs. Stefani, who lives in the Italian section over on Depot Street. Her husband’s a night watchman in some warehouse down by the tracks. She’s lived in Liberty Hill thirty years—has raised five children here. Besides the boy who was killed, she has two other sons in the Army and a brother in the Merchant Marine. The third mother’s a Mrs. Conway—the wife of a defense worker. She’s living in the new trailer camp across the river.

“Sam was pretty excited when he hunted me up. ‘Look here,’ he said. ‘Look at the dramatic possibilities. Three mothers have lost sons; and each comes from a different one of the three groups that stay separate in Liberty Hill. You’re on the arrangements committee for the flag raising; you’re going to make the speech; why don’t you use this chance to tie the town together by honoring those three mothers?’”

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**T**HE courage to go on with the daily routine in the face of bereavement and devastating grief is so high a gift that one might expect it to be far rarer than it is. In thousands of American towns there are quiet citizens whose daily lives are epics of endurance and fortitude, and it is heartening to read of them now in the midst of war. This new Liberty Hill story will strike a responsive chord in the hearts of all who love their fellow men.

Miriam’s eyes measured the plan. “The boy has something. . . .” Her fingers, still rubbing bloom from the dark grapes, were not nervous now; they too measured the plan. Dr. Clark smiled.

“You’re right. The boy has something. But he went on to tell me more than I knew myself, I’m ashamed to say, about the bitterness among the defense workers—bitterness about how they aren’t given a chance to feel at home; about how their children are made to feel they don’t belong. Sam says he’s talked with them, and with our foreign group too—and that any reconciling that’s to be done is going to have to be skillful and sincere . . . and is going to have to begin on our side of the tracks.”

“Yes . . . I can see. . . .”

Dr. Clark hesitated. “So there’s where you come in, Miriam . . . if you can face the ordeal. Being Blake’s mother, you can do what nobody else in Liberty Hill can do; you can go to Mrs. Stefani as an equal, to Mrs. Conway as an equal. You can meet them in terms of something so much more basic than our surface distinctions that strangeness will fall away between you. You’ll know the language of their loneliness. For it’s the language of yours. You’ll know the silence that is a silence of shared sorrow—not of awkwardness.

“When I tell my committee we’re not doing our job if this service-flag raising touches only one part of town, they bring up a thousand small objections. But you’re Blake’s mother. If you said you personally wanted to be with these other mothers who have lost their sons, no one could object. And if those two mothers were made the center of honor, their neighbors would come along. We’d have started, as it were, two-way traffic across the tracks. . . .”

**H**E STOPPED . . . picked up a twig . . . broke it into pieces with his fingers . . . measured the pieces against each other. Still Miriam was silent. “You don’t have to decide now, Miriam. Let me call you this evening.”

Suddenly Miriam laughed. “I wasn’t waiting to decide. I was wondering what would be the best hour to call on Mrs. Stefani. If her husband’s a night watchman—”

Dr. Clark laughed with her. “You know, Miriam, you’re an excitingly sensible person. And can you let me say . . . you’re about the finest woman I’ve ever known; as Tom is about the finest man. I’ve watched you . . . for how long? Twenty-three years, is it, since I married you two—for better or worse? It’s been mostly ‘for better,’ hasn’t it? Even with Blake’s going, it’s been mostly ‘for better’—because you’re the sort of people you are. The thing about you, both of you,



is that you haven't just taken each other for better or worse. You've married life itself, for better or worse. In my work, I see a lot of people who just carry on flirtations with life. I see those who expect to marry life for better only. I see even those who want to divorce life—the recluses, neurotics, suicides. I wish the church could ask people, when they want to join it, not just whether they believe in God and Christ, but whether they are willing to marry life itself for better or worse. So much of what the church calls 'conversion' involves no proud love of the experience of being human—no courage for it."

"I like that—marrying life for better or worse." She cherished the bunch of dark grapes with her fingers. "Is there anything in the world more beautiful than grapes in October?"

WITH YOUNG voices fervid, young heads held proudly, the glee club sang,

"Coming in on a wing and a prayer . . .  
Coming in on a wing and a prayer . . ."

Resolutely Miriam turned her mind from the hurting words and looked around. Wilbur had been right . . . so utterly right. Because Mrs. Stefani and Mrs. Conway were here, one on each side of her, Liberty Hill was here: the people who had let their sons and daughters go, the people who were holding the home front, making the weapons of war. Nothing like this had ever happened in the town before. When the astonished committee had realized that the high-school auditorium would never hold the crowd, there had been hasty startled rearranging, so that now the singing voices went up, not to an auditorium ceiling, but to the open sky above the stadium.

"Though there's one motor gone  
We can still carry on,  
Coming in on a wing and a prayer."

They were so lovely, these high school youngsters. There were her own two daughters—slender Diana, seventeen; wiry little Deborah, fourteen. Oh, they were dear. She was, tonight, particularly grateful to Diana—for the sudden surprising wisdom of seventeen.

While she had been dressing, Diana had come

into her room . . . stood around . . . fixed a rumpled wave of her hair.

"Is it going to be too awful for you, tonight, Mother? Can't you . . . can't you be Mrs. Miniver . . . or someone?" She had hurried on: "I mean . . . can't you pretend you're playing a part so people can get a . . . a sort of picture of how to act if they lose their sons? It's sort of like the time Jerry took Mildred to the dance instead of me. I wanted to scream and yank her hair and tell him I hated him. But I couldn't. I had to think of how Ingrid Bergman, maybe, or Joan Fontaine, or someone would act if she were hurt. Things sound awfully silly when you talk about them. But I was thinking in there, Mother, in my bath, 'Why, any one of almost three hundred mothers in Liberty Hill might get a telegram tomorrow. Mrs. Miller might hear that her Jimmy had been killed . . . and honest, Mother, I don't think she'd know how to act if she hadn't already seen someone act right. Couldn't you just act, tonight, the way you'd like her to if she got a wire tomorrow?'"

Surprising how the idea had helped—had somehow taken her outside herself.

The singing was over now. That had been the hardest part. Now Wilbur was beginning his speech.

"We have let our sons go to war because there are places on earth where evil has become so concentrated in strength that we cannot leave to chance or individual effort the struggle against it. But the evil is not confined to a few spots on earth. It is not new. It is the ancient evil which always, everywhere—even in the minds of us who are here tonight—is urging man to take advantage of man. . . ."

Wilbur would not mind if she didn't listen . . . She was so tired . . . so terribly tired. The words blurred in her mind . . . the faces blurred before her eyes. . . .

Then Mrs. Stefani's friendly hand was on her knee. "It's all over, now. They're going to sing *America*."

Shaking from her eyes the dead load of weariness, feeling suddenly a new warm strength, Miriam stood up straight between Mrs. Stefani and Mrs. Conway.

"My country, 'tis of thee . . ."

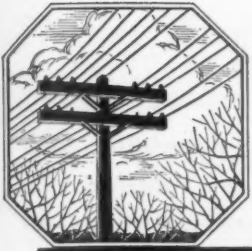
## THE USES OF COURTESY

We must be as courteous to a man as we are to a picture, which we are willing to give the advantage of a good light.

—RALPH WALDO EMERSON

There is no outward sign of courtesy that does not rest on a deep moral foundation.

—GOETHE



# Notes from the

## NEWSFRONT

**Christmas Is Coming.**—Time to get your shopping done—if you've gifts to buy for a boy or a girl overseas! The official mailing period is from September 15 to October 15. "More than the most elaborate gift," says OWI, "soldiers will welcome newsy, cheerful letters from home and recent photographs or snapshots of family and friends." Other popular remembrances are shockproof and waterproof wrist watches, hunting or Boy Scout knives, and small cameras with plenty of films. Do not send food, except possibly a well-packed fruit cake. The Army exchange service says that leather rots quickly in hot, damp climates, and for servicemen in the South Pacific cloth goods are better.

**Staging a Friendship.**—A recent release of the Office of the Coordinator of Inter-American Affairs recounts the smashing success of the Pan-American Theater, organized to give Mexico a taste of the best that Broadway has to offer. Current hits are being offered at the Palace of Fine Arts in Mexico City and are meeting with a most enthusiastic response.

**Valiant War Worker.**—In one of our Eastern states a woman confined to a wheel chair for eleven years works (in her own home) as subcontractor for a large aircraft plant. She sorts and inspects rivets. She has never seen the factory she works for.

**Child Welfare in Bolivia.**—The needy and underprivileged children of Bolivia will be "given a break" with the organization of the nation's first child welfare center. Health and recreational facilities are being planned, as well as training toward self-support in a predominantly agricultural country. "As pediatricians strengthen undernourished bodies and remedy physical defects, trained child care specialists will teach the youngsters scientific agricultural methods in demonstration farms and gardens included in the program," says the report. This project is accompanied with several others directed toward the economic and hygienic welfare of adults.

**Man's World?**—By the end of this year, it is said, women will outnumber men in the United States, a condition that has never prevailed before. Moreover, it is expected that the womanpower majority will increase at the rate of 100,000 a year thenceforward. Such an alteration in the population picture will result in amazing industrial changes, since many of the extra 100,000 each year will fail to marry and hence will require adequate vocational opportunities. The problem is already being studied by the economics experts.

**Dauntless Dog.**—Geronimo, mascot of the 507th Parachute Infantry, is a fourteen-months-old police dog who has recently scored his eighth successful descent from the clouds by parachute. Geronimo has recently been promoted; he now wears a sergeant's stripes.

**Genuine Clothing Shortage.**—In France, after several years of war conditions on the home front, clothing

is nearly as scarce as hens' teeth; only those who have yielded completely to the Nazi rule can obtain even enough clothes for warmth. Appearance is not even considered. "Practically nobody has gloves or stockings," says a recent report.

**Flag Code.**—According to the etiquette of the flag, the only objects that may ever be laid on top of the Stars and Stripes are a helmet, a sword, and a single floral tribute. These may be placed on the flag-draped casket of a soldier. The solitary floral gift must come from the person who was closest to the soldier in life.

**Presidential Relations.**—As is well known, President Roosevelt and ex-President Theodore Roosevelt were cousins several times removed. It is not so generally known that this is the fourth instance of inter-Presidential kinship in the history of our country. John Adams and John Quincy Adams were father and son; William Henry Harrison and Benjamin Harrison were grandfather and grandson; and James Madison and Zachary Taylor were cousins.

**No Lost Art.**—American women have by no means stopped doing needlework. A recent survey reveals that seventy-nine per cent do more or less sewing or fancy work every year.

**Womanpower.**—In wartime Britain, women have undoubtedly "tipped the scales for victory," the Minister of Labor admits, adding, "We could not have done without them." More than 44 per cent of the workers in aircraft and motor vehicle industries are women; nearly all the employees in light engineering and electrical equipment are women; railroads have more than 100,000 woman workers, and the post office employs 125,000.

**New Nazi Rulings.**—The Nazis are calling all men between the ages of fifty and sixty into active service. Other evidences of a weakening Axis morale are arrangements to hold a series of one-minute talks throughout the country to check war weariness and defeatism.

**What They Learned.**—Boys returning to the city after a summer of work on the farm report having learned several things they didn't know before. "It never occurred to me how much labor one bushel of grain represented," said one. "I used to think farmers got up so early in the morning just out of sheer perversity," remarked another. "I know better now. Every hour of daylight is needed for the work." A third said, "Farmers have a lot more courage than I ever gave them credit for. They plan all of their crop and stock raising programs knowing that there is always risk of failure for the crops or disease among the animals. If something happens they start all over again."

**Waffles.**—The hot waffle, one of America's favorite breakfast dishes, was introduced by none other than Thomas Jefferson, who brought the first criss-crossed waffle iron from Holland.

# WE ARE THEY

ALICE SOWERS

THEY were talking about young people, the group of adults meeting in conference. And the little Listening Elf that attends all conferences shrugged his invisible shoulders, yawned, and murmured sleepily: "Just another afternoon for a nap. They will define delinquency, view some statistics with alarm, place the blame upon someone other than themselves, suggest that something should be done in the community, and go home. Conferences are all alike."

But he kept one eye and one ear open; perhaps this one would be different. He was always hoping that a new or startling idea or a practical plan might be presented. He was still waiting for someone to say "Let's do something about it!" rather than "Why doesn't someone do something?"

A juvenile court judge was speaking. The Elf blinked thoughtfully when he heard: "Don't waste your time talking about juvenile delinquents, if you mean boys and girls who have run afoul of the law. It is too late to do anything about them after they come before me and are assigned to some institution; it will take too long for you to do something about the institutions of correction."



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THE shifting of responsibility, popularly known as "passing the buck," may be a diverting pastime, but it cannot be justified when the stakes are high enough to count. And in the case of juvenile delinquency the stakes are the highest in the world, since nothing else can even approach, in lasting value, the worth of citizens well prepared for the tasks that confront them. This article, continuing the discussion opened by J. Edgar Hoover in the September issue, places the responsibility squarely where it belongs.

You had better spend your time talking about keeping young people from *becoming* delinquent. And that job begins right back home with the parents."

"Aha," gasped the Elf, "that will rock them back on their heels. These people are parents. That will stir them."

BUT HE settled back again, because someone was talking about "how to reach those who need it most." He sympathized with the judge, who gave them a scornful look, rolled up his papers, and excused himself, muttering as he left: "Who knows who needs it most? All children are potential criminals unless they have wise guidance—wise guidance and discipline right at home. Actually, it's smug parents like these who 'need it most.'"

"Just the same old story," complained the Listening Elf. "Why must I waste time on such meetings? Next, someone will ask 'Why don't THEY do something?' When will someone awaken and say 'Why don't WE do something?' Who are THEY, anyway? The people who are 'we' to themselves on this street are 'they' to the people on the next street."

And so the Elf left the meeting too—left it in spirit, at least. Suddenly he became aware that something was different, something new was taking place. He became attentive. "Look what we have here.



# What Parents and Teachers Can Do to Combat Juvenile Delinquency

A real effort to dig down for facts and to get away from generalities. Either the judge stirred up more than he knew or we have a good discussion leader. Perhaps both. I'll need both eyes and both ears for this."

He ran his eye down the list of "contributing causes" that the leader was writing on the blackboard as the discussion moved along. "Truancy," "parents away from home too much," "mothers working," "changing ideals," "emotional instability," "overcrowded homes," "migrating families," "inadequate recreational facilities," "glamour of the uniform," "too much money to spend," "compensation for boys not in uniform," "philosophy of 'living only for today,'" "loneliness of the service man," "patterns set in current literature and movies," "breakdown in parental discipline."

"Well," said the Elf, settling back in satisfaction, "they really are getting down to brass tacks. There may be hope for this group of parents, for this community. But wait! Don't tell me they are going to adjourn at this stage. Don't let them be just another group that meets and adjourns."

NOR was he disappointed. They were not adjourning. They were dividing the large group into small sections, each to discuss one of the "contributing causes" and later to report the summary of their discussion back to the group at a later meeting.

"I'll want to keep tuned in on these discussions. Let's see what they are talking about in the Truancy section."

A man had fired the opening shot. "I don't think it is serious; every last man of us has played hookey at some time, and none of us became criminals, and besides—"

"But," interrupted his wife, "I have heard you

say you hoped our boys would not do a number of things you did when you were young."

"Aha," chuckled the Elf, "it takes a wife to blast away some of these 'good old days' recollections, most of which did not actually occur the way they are remembered. Parents really do want their children to be improvements on themselves. If they didn't, why would they sacrifice and toil as they do to give them advantages that they themselves did not have? But I'd better listen . . . let's tune in again."

"Going to school is a child's job just as much as going to work will be later. Truancy is absenteeism; a bad habit to get into."

FREQUENTLY the acts that lead to delinquency are committed during the time boys and girls are not in school where they belong. Too much time on their hands, the excitement of the moment, a 'let's do as the others do' urge—all are by-products of truancy."



© H. Armstrong Roberts

"Some children are not really truant; their parents permit them to stay out of school. Sometimes it is a headache, actually caused by a test or a lesson for which the child is unprepared; in that case he is learning to get what he wants by deception, cheating, telling an untruth. This may be a small matter, but it's a stepping stone to delinquency."

"Usually someone in the community sees truants. If each person felt a responsibility to report them, truancy would become unprofitable. Girls at railroad stations during school hours, seeing soldiers and sailors off, should be in school. Usually the same girls are there to say good-bye to

every group that leaves. Such exhibitions are unattractive, to say the least."

"Some children stay out of school to work. House-to-house canvassing during school hours by school-age children, with or without the consent of their parents, should be stopped. And it could be, if the women who answer the doorbells would telephone the school authorities."

"Now we're getting somewhere," said the Elf complacently. "This is placing the responsibility right where it belongs—in the home. But wait! Do I detect something familiar? That woman has just said she considers truancy the business of the school. Someone always says that. There is a teacher in this section. Will she be equal to this emergency? She can get angry, run for cover, or make this a worth-while discussion. Well! Is this a big day! She is going to tackle the problem right at the core."

**C**HILDREN COME to school to get an education; teachers are there to help them get it. No one can give a child an education; each one gets it for himself. In the same school and with the same teachers and equipment, no two children with equal ability will get exactly the same amount and kind of education. Factors that determine what a child gets have their beginnings in the home. Does he consider school important? Does he realize that it is free only because of the sacrifices of his parents and of other taxpayers? Does he consider it his job to get all he can out of his school day? What is his attitude toward the teachers? Does he look upon them as people trained to help him get an education or as policemen to force him to go to school? Does he look upon marks and grade cards as records of progress and achievement or as rewards and punishments? What is he learning in school? To develop his own abilities and potentialities or to get by as easily as he can?

"Someone is asking, 'What does this have to do with truancy?' It has a great deal to do with it. Children must be taught to assume responsibility for attending school and getting an education. It should not be necessary to force boys and girls to go to school or to stay in school. On the other hand, they are too young, too inexperienced, to be left to decide whether to go to school or to go to sleep, to work, or to the movies. Discipline is needed, and, of course, self-discipline is the kind most needed. There must be acceptance of the job, awareness of the importance of school, a desire to get an education. Self-discipline and a broad understanding are not developed over night. Wise and consistent guidance is needed at home.



"How can children stay away from school without being found out? Some parents write false excuses rather than let their children face the consequences of unexcused absence. Some boys and girls report at school and then leave, trusting to their friends who are class reporters to cover up for them. Even in schools with an honor system—I nearly said especially in schools where students have too much control of the system—it is difficult for boys and girls to turn in reports on their friends.

"What can parents do? They can cooperate with the school system when it is good; and they can bring to the attention of school authorities any discrepancies that come to their attention. They can suggest changes when these seem necessary. School people welcome constructive suggestions if parents will only cooperate."

"Well," said the Elf, "that is plain language. This section is certainly making a strong brief for truancy as a contributing cause of delinquency. But I'm spending too much time here. What are the other sections talking about? I'll peep over this man's shoulder in the one on 'parents away from home too much.' This reads easily."

**F**ROM the standpoint of safety and household emergencies, young children should not be left unsupervised. Nor is it a good idea for high school boys and girls to congregate, in couples or in groups, after school or in the evening, in a home where the adults are absent. This is not a matter of trusting them; it is a matter of good taste. Chaperons, as such, may be out of vogue, but the idea is sound. Neighborhood plans can be worked out so that mothers may be away from home a reasonable amount of time and still take their turns at being there to meet their children's friends."

"Working mothers have a different problem, because it involves longer periods away from home and also fatigue, which may make them irritable and lower their efficiency in 'smoothing out difficulties.' They have less time for the confidences of their children, less time to learn directly from them what they are thinking and doing. For this reason mothers are urged to consider the welfare of their families as one of the important factors to be weighed in deciding whether or not to take a job. When they must work away from home, they can work out a satisfactory home schedule to reduce fatigue and irritation to a minimum. They can always arrange to spend some time with their children."

"Each section is a temptation to tarry," chuckled the Elf, "but on to 'changing ideals.' That should

offer something new. Let me read these notes."

"Young people are missing needed relaxation and repose in the excitement of wartime. . . . The excitement of wartime activities is overshadowing their enjoyment of the arts. . . . War talk is changing their immediate objectives. . . . Too many of them are losing the value to be gained through work because the family income has been increased by higher wages and they do not feel it necessary to work. . . . Young people in adult jobs are hearing conversations of older people, not always uplifting; they are missing the companionship of their contemporaries, and, too frequently, getting false ideas of their own worth because of the adult pay they are receiving for their work."

The Elf cast an eye upon the clock. "Whoever thought I would regret leaving a meeting? I'll have time for one more glance at a notebook. This section on 'emotional instability' is interesting. I'll stop there for a moment."

"Young people are upset emotionally, although it is not always outwardly noticeable. They are fearful, insecure, and apprehensive; they don't know what will happen next, but they fear it will be bad. A father or an older brother is in the service, or the father works in another town; the family is separated. The family pattern is broken—news about the war and about domestic affairs, heard through radio broadcasts, newspapers, magazines, war movies, and rumors, all tend to keep them upset emotionally."

"And now my time's up," said the Listening Elf reluctantly. "Perhaps if I go slowly, I can catch a comment here and there."

"Young people need wholesome recreation and work—activities with their contemporaries to offset the excitement of Main Street and the glamour of the uniform. . . . The solution to juvenile problems may be found in keeping the young people busy at things they consider important.

They want to contribute to the war effort also. . . . Parents must realize that many families who are living in overcrowded, unsanitary houses are doing so because nothing else is available. They may have been 'nice people' back home. Their children need not be shunned because of their possible influence upon others. . . . Children of these temporary families miss their own friends; they are lonely. They will find companions somewhere. It is the job of the community to see that they find the right companions in the right places. . . . Children and their guidance and protection are the job of parents. When parents neglect this job, other parents must help the children in those families."

WELL," SAID the Elf contentedly, "I'll certainly return for the grand summary. This is one conference that caused me to lose out on my nap. I believe these parents are going to accomplish something besides talking; I believe that we shall see action in this community. I believe the grand summary will show how unnecessary and wasteful juvenile delinquency is and that it will point out the responsibility of the entire community in giving each child an opportunity to grow into a normal, useful citizen. I believe the parents in this conference will go home ready to face the fact that juvenile delinquents come from all types of homes and that parents cannot leave the protection of their children to others. Child protection begins at home. Nor will the members of this conference stop there; they will bring about a general community understanding and acceptance of individual responsibility, until it is no longer a question of 'Why don't THEY do something about it,' but of 'What can WE do now?'"

"Yes," said the Listening Elf, looking back upon the town where the conference had been held, "if that conference had a theme, it was 'WE ARE THEY.'"

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### THE SELF-DECEIVED

Dictators always look good until the last ten minutes.

—JAN MASARYK

Any fool can govern with a stick in his hand. . . . It is not God's way.

—GEORGE BERNARD SHAW

The dictator stands in a very fair spot, but there is no way down from it.

—SOLON

I never could believe that Providence had sent a few men into the world ready booted and spurred to ride, and millions ready saddled and bridled to be ridden.

—RICHARD RUMBOLD

Resistance to tyrants is obedience to God.

—THOMAS JEFFERSON



# Autumn Fun for the Family

**I**T'S autumn now—to many of us the most beautiful, the most thrilling time of the whole year. The days grow cooler and shorter, and we feel the age-old impulse to seek each other's companionship for the sake of that warmth of the spirit which nobody finds alone. Autumn is a time for shared experiences—experiences that will enrich our own and our children's lives.

Have you leaves to burn in the backyard? Make a family or a neighborhood party of the burning, with sandwiches toasted on sticks. Lots of old resentments can go up in the smoke of a bonfire built with laughter and good fellowship.

Are you redecorating indoors? Let the whole family in on your plans; invite and consider the children's ideas of how to achieve the maximum beauty and comfort on the minimum expenditure. Many delightful household accessories can be made at home, the family working together.

Do your children like the woods? Then don't send them there; take them. You'll be surprised at their interest in the things you used to find and the discoveries you used to make in the woods when you were a youngster yourself.

Do your children "come of a family of bookworms"? Then nothing could be finer than a reading hour for the whole family. It's fun. Don't worry too much about the different age levels. If a juvenile book is really good, it's good reading for anybody. The adult who no longer appreciates such timeless masterpieces as *Alice in Wonderland* has lost something along the way.

Have you a little actor in your home? Or two, or three, or four? Why not help them write themselves a play that they can present on one of those early winter evenings "when the lights are low"? The writing, the staging, and the costuming of a home-made drama will furnish happy employment for weeks at a time.

Is it science that fascinates your boys and girls? How long since you visited a museum or a planetarium together? The chances are that you will yourself be fascinated—and surprised, too, at the amount of scientific information the modern ten-year-old brain can absorb.

Wouldn't you like to know how a big industry is run? Well, you can rest assured that Sally and Dicky would like it at least as much. Why not

organize a family expedition to some nearby point of industrial interest? Most enterprises, unless they are engaged in production involving military secrets, hold their plants open to inspection by the public at specified times.

Is your family passionately sports-minded? Then it's up to you to become sports-minded too—at least enough to know what they're talking about. Go with them to the skating races and the football game; learn to appreciate good play and good sportsmanship as enthusiastically as they do. Many a youngster who will never "set the world on fire" in the classroom is a veritable wizard at sports; wouldn't you like to share his triumphs?

Have you an argumentative family? You need a family council, in which they can "take out" the tendency in a useful and constructive manner. Children feel keenly the need to express their true opinions and have them respected as the opinions of adults are respected. A well-conducted family council, with respect and consideration for all concerned, will satisfy that need.

Do you appreciate your children? Any family today is lucky just to be a family—to be together, functioning as a unit in disjointed times like these. One or more members of the family may be away from home, but while the home remains there is a family in charge; are you making the most of that family? Is it truly a "family circle" of perpetual, unbroken comradeship and trust? Would each of your children think first of his family if he were in trouble and needed help?

A SHARE in the lives of your children is one of the soundest investments on earth. Of course, it has to be sensibly approached. We're all familiar with the story of the gloomy boy who sighed, "Well, this day's as good as wasted. Dad thinks he has to take a day off every other Saturday and be a pal to me." Poor Dad, who thought he could "be a pal" to his boy "every other Saturday"—who didn't know that we win our children's confidence not by "taking a day off" but by taking the children on as partners and companions in our lives!

The things we do together are the things our children will remember. Let's fill these autumn days to overflowing with good cheer, laughter, shared enjoyments, mutual discoveries, and wholehearted family teamwork. Let's make this autumn one to be remembered.

# Home-School Teamwork for Democracy

AGNES  
SAMUELSON



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**I**T IS a long path from Pestalozzi's pleadings for active home and school cooperation to the neighborhood parent-teacher association; from Rousseau's concern about child growth and development to modern child welfare research studies; from Froebel's emphasis upon activity on the part of growing children to preschool programs; from Horace Mann's admonition for parents and teachers "to pull at the same end of the rope" to joint professional and lay efforts to secure legislation for children.

Yesterday's new ideas—the ideas of those great exponents of child welfare and forerunners of modern educational method—are basic principles today. They paved the way for the large-scale cooperation between home and school that forms so large a part of modern education.

Translated into terms of the activities, hours, and people involved, school and home cooperation has reached a high level. Over two million six hundred thousand men and women are enlisted in a vast army pledged to the care, education, and protection of the nation's children, the manpower of tomorrow. They march under the banner of the National Congress of Parents and Teachers. This

volunteer army is giving conspicuous service on the home front by participating in war work, fighting to uphold fundamental services for children during the crisis, and preparing to meet post-war problems.

## The Facts Speak for Themselves

**E**VEN A random sampling of facts and figures is impressive. Since 1925, under the auspices of

**P**ARENTS and teachers, the home and the school—these are partners in the highest of all enterprises, the development of boys and girls into responsible adults. Their partnership cannot be dissolved without disaster. We are in the midst of a giant struggle to preserve exactly those values for which this partnership has always striven, and the question for us today is: "Can we preserve them whole?" This article, the second of the study course "The Family's Stake in Freedom," offers both hope and warning for these times.

this organization, nearly a million and a half boys and girls have been examined for remediable physical and mental defects under the Summer Round-Up campaign. Over fifteen million persons visit their schools each year through the inspiration of American Education Week. The school lunch program provides thousands of school children with a nutritious hot lunch each day.

Many laws of sweeping importance to schools and children have been passed at state and Federal levels; many injurious bills have been opposed. Educational interpretation has been effectively stepped up through publication, radio broadcasts, study courses, and conferences with other agencies. These areas are of supreme importance if education is to weather the storm.

Dividends of school and home partnership are being reaped also in the form of closer improvements in school practice. The wider use of report cards that cover personality traits as well as academic ratings is an example. Larger participation in community life and more effective community relationships are also apparent.

### No Resting on Our Laurels

**T**HIS HIGH level of school and home cooperation must not be allowed to slip when the work of reconstruction begins. Our cooperative achievements, significant as they are, should be looked upon as springboards for new programs and as conditioning exercises for the tougher tasks ahead in the postwar era.

The most desperate war in history is being fought to give children the chance to live, to learn, and to love. Stephen Leacock put it this way:

"Especially with the children lies our chief chance. Older people are battered out of shape. Their faces cannot be altered now. But to every child we must give the chance *to live, to learn, and to love.*"<sup>1</sup>

If youth and all people are to have the chance to live under the skies of freedom, to pursue the truth wherever it may lead, to love liberty for others as well as for themselves, and to seek new answers to human problems, the military victory must be followed by a righteous peace.

That peace will not spring full-blown out of the carnage. It will have to be won, like hand-to-hand jungle fighting, every step of the way. Hundreds of problems will raise their ugly heads. Whatever the framework for cooperative world action, the peace, to be genuine, must be rooted in the common aspirations of free people. If total war is to be followed by total peace, the people must make

the peace, as well as the victory, their first order of business. They cannot sit back and "take it easy" when hostilities cease. The job will not be finished. International understandings and policies must be determined; the destructive forces that beget war must be defeated; devastated areas must be rebuilt, war-torn people rehabilitated, and peace terms made and implemented.

This is no game of paper dolls. It is a special mission undertaken to preserve the victory that is being won by our men on global battlefronts. It is sealed orders from those who are buying that victory with their lifeblood to those who are to enjoy its blessings. It is a sacred obligation that must be paid to the citizens of tomorrow—those who will have to carry on the new world created out of this conflict. That task begins at home and carries over into school. Education can and should play as large a role in earning the peace as in winning the war.

If schools are to serve as instruments of reconstruction as well as of victory, no time should be lost in designing new programs of education to meet the needs spotlighted by the emergency. Postwar planning in such areas as program, personnel, finance, and interpretation is imperative.

### Victory for Our Schools

**T**HE LESSONS of the war with respect to education should be heeded in building specific programs of action in these areas. The wastefulness of neglecting education, for example, has been demonstrated. There are over a million men who will not march in this war because their education has not reached even the fourth-grade level. In other words, educational deficiencies that were not corrected after the last war are catching up with us now. The rapid increase in juvenile delinquency shows the need of greater attention to recreation and other youth activities. The urgent need of broadening the program to cover all age levels and of extending equal opportunities to all has been underlined by the emergency.

When it comes to the school program, it should be kept in mind that tomorrow's citizens will take over an air-minded world. The challenge is to match scientific achievements with comparable programs for human development. This means larger dimensions for education. Basic education should be strengthened in accordance with long-time goals. School laws should be modernized without delay, so that schools can function at the top-notch level of efficiency. Educational services to young children and adults, long overdue, should be provided. The same is true with respect to guidance, work experience, training, and placement services for youth both in and out of school. Spe-

<sup>1</sup> Pan American Clippers. *What Kind of a World Are We Fighting to Create?* Quotation from Stephen Leacock. *Time*, April 26, 1943.



cialized wartime courses should be evaluated and adapted to peacetime needs; likewise, the entire school program should be re-evaluated in the light of present needs.

Without competent personnel the program cannot function effectively. To recruit and hold qualified personnel, to improve the conditions for teaching, and to advance the status and standards of the teaching profession—these are ABC's in the long task of securing better schools for growing children. The Army must have trained troops, and the schools must have trained teachers. Any teacher shortage is bound to affect the work of the schools, both in the war effort and in the reconstruction period. It is hard on children at all times to have their schools used as stepping stones and their teachers competing with workers in industry, business, and government. Teaching should be made more attractive to talented young people as a life career. Many who would make excellent teachers fail to consider it seriously.

The need for better financing of schools is being sharpened by the increasing demands for new services. In war or in peace, schools are necessities; they are not luxuries that can be dispensed with when the going gets tough. To be content with poor schools is to be unfair to children and taxpayers alike. Good schools bring educational and economic returns; they are assets to the community. It is sound public policy to uphold education during the crisis. No thoughtful observer will deny this or minimize its significance.

## Parents and Teachers "Team Up"

THESE problems are realistic; they are neither nebulous nor fantastic; they are actual. They are on our doorsteps right now. They cannot be brushed aside until some more convenient time. They demand that parents and teachers work together as partners, with mutual understanding; coordinate their efforts with those of other community forces; develop public awareness of school needs; and enlist the cooperation of other patriotic individuals and groups in protecting school budgets and electing public-spirited citizens to boards of education and legislative bodies.

In a nutshell, the facts about our schools should be used as weapons with which to overcome inertia, secure wholesome discussion, mobilize interest in education, and develop capable spokesmen for education. Since parents and teachers are youth's most powerful defenders, they are the ones to "keep 'em rolling"—that is, the facts. Constant interpretation is the route, and there are no short cuts.

New ways may have to be found to overcome present handicaps, but parents and teachers, through the organized facilities of the parent-teacher association, will discover them. They never surrender when the interests of children are at stake; they remember that "the future begins today." Parent-teacher activity will continue to make history as it moves forward in the direction of good schools for the citizens of tomorrow.

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## Identification

*There is no love so pure as the great  
Love of small boys, seven or eight.*

*They go their long ways shoulder-bound  
With each other's arms around.*

*They walk as if they were bound by oak  
Like the oxen in the yoke.*

*Neither has two hands but must  
One hand to the other trust.*

*Their two heads touching close unite,  
The same thought makes their four eyes bright.*

*When one of them has cut his finger,  
The pain inside his friend will linger.*

*When he himself has stubbed a toe,  
The other overwells with woe.*

*If both of them break into grins,  
They smile alike as Siamese twins.*

*There is no chance in any joy  
To say it belongs to either boy.*

*When one boy takes the homeward track,  
The other sees himself in back.*

*He follows up himself to bed  
And feels strange pillows cool his head.*

*There are no friends under the sun  
So one as little boys are one.*

—ROBERT P. TRISTRAM COFFIN



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# NPT *Quiz* PROGRAM

**T**HIS quiz program comes to you through the facilities of the National Parent-Teacher, broadcasting from Station HOME. The questions here dealt with are among the many that come repeatedly to the notice of the Magazine' editors.

→ *My son, aged eleven, and my daughter, aged twelve, are continually at odds. Their constant quarreling is hard on the nerves of everyone in the family. I have tried letting them fight it out, but they are at it again in no time. I have tried interfering, but if I decide in favor of Nancy her brother feels that I am discriminating against him, and if the decision goes to Bob, Nancy considers herself injured. What do you suggest?*

A CERTAIN amount of quarreling, especially between children as nearly the same age as Bob and Nancy, is normal and probably inevitable. Your question, however, suggests that the children quarrel more than is at all necessary.

The first thing to do is to investigate the causes. Keep tabs for a few days, and at the end of that time cast up the number of times they have quarreled because of this, because of that, and because of the other. Do they fight over their toys? Over the use of certain parts of the house for play? Over the choice of a radio program? When you have determined the causes of the trouble you will have a sound basis for action to eliminate them.

Jealousy is often a factor in children's quarrels. Do both you and your husband give the children an equal amount of affection and attention? Do you avoid making comparisons between them? Do you approve the talents and achievements of each child separately?

Sometimes the introduction of other companions for the children will help. You might try encouraging Nancy to spend more time with other little girls and Bob to occupy himself with the activities of the other boys in the neighborhood. This, however, must be done without the children's realizing why, or it won't produce the desired result.

Your desire for harmony between the children is natural and right. But do not take their quarreling too seriously. When you must interfere, do so in a calm spirit of investigation, not as a judge or a police officer. Meanwhile it may be a comfort

to reflect that many quarreling brothers and sisters suddenly stop quarreling of their own accord and are the best possible friends for the rest of their lives. With some children, it seems to be merely a phase of their development and turns out to be both temporary and harmless.

→ *The children in our neighborhood have organized a "swapping club" that meets once a week. Most of the exchanges are very unequal. My eleven-year-old son, Jimmy, traded an expensive new football for a set of worn-out encyclopedias dated a number of years back. I explained to him that such books lose some of their value as they grow old, but he was still more than satisfied; one of the books had a section on art and artists, and the reproductions of paintings were all he seemed to care about. Another time he got so much the best of the bargain that I was worried about that; he traded his old chemistry set, parts of which were missing, for a very fine kit of tools for mechanical drawing. What do you think of this swapping habit?*

WE adults must always remember that value is relative, even for us, and all the more so for children. To Jimmy there was no comparison between the football and the books containing the reproduced works of art. You may be sure that when a child makes a trade he is convinced he is getting a bargain; and if he is so convinced, doesn't that make it a bargain—for him? The boy who parted with the mechanical tools in exchange for the chemistry set, even though some of the parts were missing, must have wanted a chemistry set very much.

It is natural for you to feel disturbed at Jimmy's having acquired something without giving value received, and there is probably some additional uneasiness in your mind lest the drawing set, which probably came to the other boy as a gift, be missed and its loss resented. But the fact that neither Jimmy nor the other boy gave a thought to the sentimental side of the case is no cause for surprise. Children have much to learn about both sentimental value and money value. And the swap-

ping club, although it will undoubtedly result in many unequal trades, furnishes a way in which they can learn for themselves, from experience, what is valuable and what is not.

The swapping club has done something for you, too—it has pointed out that Jimmy, who trades his football for pictures and his chemistry set for drawing tools, may have a distinguished career before him as an artist or an architect. This is worth knowing. It will give you a chance to watch and foster the boy's talent in every way possible.

→ *My fourteen-year-old-daughter Jane reads everything she can get her hands on. My mother is always telling me that I ought to forbid her to read certain books, and my husband is inclined to agree. I feel that if I do forbid her she will acquire habits of deception, for I'm perfectly sure she'd read them anyway. What ought I to do?*

YOU ARE right in thinking it practically impossible to censor all the reading of an adolescent boy or girl. Forbidden fruit is sweet, and the mere fact of its being forbidden is enough to make many boys and girls go to absurd lengths to get hold of it and enjoy it in secret.

The best way to attack this problem is from the positive side. Have plenty of good books available, and don't worry. Remember that Jane will interpret what she reads in the light of what she knows about human beings, and most of what she knows about human beings she has learned at home. If the characters in the books don't come up to her standards, she will not put any too much reliance on them. Just be sure that the standards from which she reasons are sound and clear.

The reading of adult books by a thoughtful adolescent is often an excellent thing. A girl like Jane, for example, who reads almost constantly, will gain a great deal of knowledge and understanding of human nature. She may make the acquaintance of some undesirable characters; but she'll have no doubt that they *are* undesirable if her own standards are high.

It is a good idea, of course, to share Jane's reading pleasure whenever possible. You, as her mother, can do this, because you are in sympathy with her desire to read and to know about all sorts of people. Talk over the books with her; don't insist that she agree with you; encourage her to have her own opinion, but expect her to be able to show reason for it. Don't be afraid to express yourself vigorously about a book or a character you disapprove of. Jane is only fourteen and, whether she would admit it or not, is still dependent on your opinions to a considerable extent. In general, meet Jane halfway, as you would an adult friend, and you will reach common ground with

her in a new and delightful way. Her father and grandmother will soon see for themselves that Jane's reading is doing her no harm.

→ *What can I do about my six-year-old daughter's appetite? She dislikes most of the vegetables the doctor says she ought to have, and the only time she seems to want anything to eat is between meals. At the table she just sits there, sometimes playing with her food and sometimes not even doing that. What do you suggest? Her father and I have talked ourselves hoarse encouraging her to eat, and lately her father has become so irritable about it that our meals are made miserable.*



THE little girl is probably bidding for attention. When she first began to refuse her food at the table she was surprised to see what an impression it made; Mother and Daddy both anxious, looking at her, begging her to eat! There was something very satisfying about that. So she tried it again—and again and again. The excitement grew with every meal.

But by and by it wasn't pleasurable excitement any more. Pleading turned to scolding, and that made her little stomach feel so hard and tight she couldn't have eaten anything if she had wanted to. Mother and Daddy didn't know that, of course, and she couldn't tell them. When you are only six, some things are hard to say.

What this child needs is less attention at mealtime and more attention between meals. Try to make sure that she never feels that you are too busy to bother with her. Keep her mind off between-meals eating by keeping her occupied with something else; then, when mealtime comes, she'll be healthily hungry.

And this is the point at which reform sets in. In spite of her hunger, the habit already formed may cause her to reject her food as usual. If it does, ignore it. Say calmly, "Not hungry? Well, maybe you'll be hungrier by supper time, after you've played all afternoon." Then carry on a cheerful conversation about other matters.

As to the vegetables your little girl does not like, try dressing them up in appealing ways; for instance, make a "face" of a carrot by putting in eyes, nose, and mouth of whole cloves. Meanwhile, give her plenty of the vegetables she *does* like and don't worry if it takes time to teach her to like them all. There is more loss than gain in insisting too hard.



# See Here, Private Citizen . . .

**Y**OU and I have some big responsibilities today when it comes to the education of our children. We have to win the war, of course. That comes first. We have to win it as quickly as we can in order to save as many lives as we can. We have to adjust the needs of the home front to its immediate demands. But in that adjustment we must remember that the needs of children and youth come first.

It is important, extremely important, in a war of survival, that we equip the men and women who are out on the battlefield with everything they need to win the war. It is no less important, if we are to win the peace, that we equip the youth of the nation for their conspicuous part in the postwar world.

Two issues that clamor for our attention are the professional status of teachers and the maintenance of teaching standards. We are losing too many teachers, and our children will eventually pay for that loss.

Now there are a good many things that draw teachers away from their jobs. There is patriotism—and we are glad they have it. There is the lure of higher salaries in war industry. There is undoubtedly a certain desire for change, for the drama of a new situation, and this is a matter we should consider thoroughly and at once.

To what extent are these teachers leaving the schools because they have not been offered that freedom of action, that status as human beings and as individuals, to which they feel entitled? If we are to keep the kind of men and women we want in the schoolrooms, should not the local communities of America redefine their attitude toward teachers?

Then there is the matter of school finance—probably the most fundamental issue. I see no way to meet the financial situation through local taxation alone, although we can, of course, do something by increasing local taxes. I don't think we can rely on state funds, either. I think we shall have to turn to Federal support.

We need Federal aid not merely to meet the demands of the present situation but to eliminate some of the educational inequalities in America. The most damaging criticism that can be aimed at the American educational system is criticism of its failure to provide anything approaching equal educational opportunities for the youth of the nation.

NEWTON EDWARDS, PRESIDENT,  
AMERICAN EDUCATION RESEARCH ASSOCIATION

To a considerable extent the inequalities grow out of certain changes that have been taking place and are still taking place in our population. Also, the number of children of school age varies.

When we look into the facts, this is what we find: In communities where the birth rate is low, the economic structure strong, the income level high, the community rich in resources, libraries and hospitals common, and homes able to contribute extensively to the intellectual and cultural development of youth, we support education liberally and with relative ease. But in communities where the opposite conditions prevail and the educational load is staggeringly heavy, we support education in what might almost be called a niggardly manner.

**I**F WE go on like this, with a large proportion of each generation of citizens recruited from areas and population groups that are unqualified from a cultural standpoint to supply the nation with citizens competent for their tasks, the consequences to democracy and to our national culture may be extremely dangerous. We simply must make good through education some of the deficits that occur in the lives of so many of our children. The one remedy we can look to is additional state and Federal aid for education.

Another question: Are we faced with almost complete cessation of educational activity during the war? Some people think so. How many workers will it take to supply the two things we must have? First, the demands of the armed forces must be met. Second, we must have something for the civilian population to eat. How many persons is it going to take to fill the demands of our armed forces, to work in the war industries, and to make enough food and clothing for those of us who are not in the armed forces? Is it going to take, as one of my friends thinks, 70,000,000 workers? In order to meet these demands, are we going to take all our youth out of the colleges? Are we going to reach down into the high school, as some are thinking, and in another year reduce it by half? Are we even going to have to go down into the grade schools to recruit workers?

Whatever it takes to win this war, we must win it. If we have to sacrifice a good deal in education in the next generation, we shall have to sacrifice it. But I want to be convinced that we have to do it; and, moreover, if it comes to a showdown and we have to choose between giving our children an education and living according to our usual rather high standards, then let's give the children the advantage.

# Big Questions for Little People

RHODA W. BACMEISTER

IT is always illuminating to know how a thing begins. "How did it happen?" is a question that lies at the source of every great discovery. This article, a study of the dawn of spiritual consciousness in the mind of the young child, clarifies many things about that earliest upward impulse. It also indicates the immense importance of the spiritual stature of parents when it comes to giving the young child a clear and adequate concept of religion and the spiritual approach to life.

So, instead of looking for suitable answers to specific questions, let us get back to something more fundamental and ask how a preschool child develops spiritually.

## What Is Religion?

IN A general way, most of us might agree that a man's religion is his attempt to orient himself in the universe, to find meaning for his life by feeling his relation to things greater than himself. In its adult form this includes an emotional attitude, a philosophy or theology embodying that attitude, and the expression of both in conduct. Of course we know only too well that not all adults attain this full, integrated religion. Many are content, for example, to profess self-sacrifice verbally, while living self-centered lives.

These three parts of religion do not develop simultaneously. Here, as elsewhere, the preschool years are vastly important for setting attitudes and habits—the living, functioning foundation for religion. There lies our opportunity to teach the baby, from earliest childhood, to adjust rightly to the world about him.

CHESTER was five, and it was his father, a minister, who overheard him saying to a playmate, "Well, I've found out about Santa Claus, and I've found out about the stork, and now, as soon as I get around to it, I'm going to look into this business about God."

The logic connecting the topics is obvious. Each involves a superhuman character with spectacular activities that one never sees, but only hears about from adults. Naturally children wonder. They may ask questions even if they do not have Chester's systematic approach.

But what sort of questions will a preschool child be likely to ask when he does begin to "look into" religion, and how shall we answer them? What he will ask depends chiefly on what his parents have already told him. If he goes to Sunday School or church, or plays with children who do so, questions may arise through them, too. The point is that all these questions are secondhand. They arise from words the child has heard, not from his spontaneous observation. And, according to their own beliefs and the time in which they live, parents are likely to tell children almost anything about theology, or to say nothing about it. Here I use the word theology loosely to include ideas about God, Jesus, angels, immortality, and so on.

Do you remember seeing somewhere a picture of the old "New England Primer," from which our forefathers learned to read, with the famous rhyme "In Adam's fall we sinned all"? In those days children three and four years old were often expected to feel themselves foredoomed sinners—and, by all accounts, actually did!



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At first this is the little world of the home, and his place there will set for him a pattern of what he feels it his right to expect later. Parents form the pattern of his later idea of God. Study after study has proved this to be true.

That puts quite a responsibility up to us; doesn't it? If we make a home in which the child is an adored king, guarded from every little hurt or frustration, his every wish fulfilled, then he sees himself as a very special person, admired, beloved, and quite properly the center of the universe. Unless this infantile pattern is changed, his idea of God is likely to be on the super-Santa Claus model; he will think of God as someone who may be counted upon to grant all his wishes. When that does not happen he is hurt, angry, or embittered. He feels that God has let him down.

On the other hand, if a child feels neglect or indifference at home, or if he is constantly ordered about and overdirected, he thinks of God as a severe and hostile God, whom he may fear but cannot love.

The child's idea of God is built up far more by the ways in which parents live their lives and guide the child's life than by anything they may tell him about God.

### Child and Adult

PHILOSOPHY and theology may be vital and fundamental to us, but the adult's interpretation of them means little or nothing to a small child. In vital learning, application of a principle often comes before understanding of the principle itself. For example, we teach children to drink milk and like it, without mentioning that it contains all the amino acids necessary to constitute a complete protein. Some day they may know why it made them grow strong. Similarly, we can teach friendliness, helpfulness, honesty, self-control, and courage. We do it by patiently encouraging the practice of these habits and by living true to them ourselves, not by trying to explain them; and so the child's spirit grows. Probably our grown-up ideas of *why* such things are wholesome would be as incomprehensible to him as the dietetic explanation of the uses of milk. Later he can understand.

If we do talk of God and Jesus to the child, or if others bring up these topics, we must be prepared to learn that the child's own ideas are very simple and literal. I remember one young mother who tried to explain a Christmas nativity scene to her three-year-old. She told her it was like a picture of how a dear baby called Jesus Christ was born long ago in a barn, and slept in a manger; that when he grew up he was so good that we still celebrate his birthday every Christmas and try

to be as much like him as we can. The child was charmed; she immediately named her new rubber doll "Je-je Ki." But as Je-je went through all the daily routines of babies and dolls, regardless of their intimacy or indignity, the mother's religious sensibilities were so offended that she ended by kidnapping the doll and disposing of him!

To my mind, in answering questions about God and religion, the most important things are to answer as truly and as simply as you can, and to let the child know that you are offering your



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opinion but that some other people think differently of these things.

One parent might say that God is our father, everybody's father, who lives up in Heaven where we cannot see him, but who sees and knows all that we do and think; that he is sad or angry when we do wrong and glad when we do right; that he hears us talking to him when we pray.

Another might try to explain that God is a name for all the good in the world, for the love we have for each other, and for all true and beautiful things. They are all part of God, and it makes us happy when we are kind and loving, because then we are helping the good, or God, in us to grow bigger.

Probably neither of these explanations would be entirely understood by your child, and certainly the content of either, as you would expand it by illustrations, would be too much to give a little child all at once. It is really impossible to offer specific answers, because everything depends on what question your child asks, and what you yourself believe.

Later, probably during adolescence, he will want to know more about other opinions; and if we really believe in freedom of religion, in every man's need and right to work through to the religious concept that is right for him, then we should not fasten upon our children any hard



and fast interpretation, no matter how true it is to us. I think we all know people who consider themselves irreligious or atheistic because they can no longer accept their parents' religious concepts and have been thoroughly taught that that was the one true religion. As Kalil Gibran says, "You may give them your love, but not your thoughts,

For they have their own thoughts."

Of course, it is true that what a parent answers to the question "Who is God?" depends on what he himself believes. There is great variety, certainly; yet all the varying concepts tend in the same direction. Someone has put it, very aptly:

"The ways they are many.

The end—it is one."

Religious questions often arise in connection with death:

Four-year-old Peter flipped his pan of damp sand over expertly and turned out a perfect "chocolate cake." As he patted its firm smoothness appreciatively he looked across at Jimmy.

"Know what? When you're dead you can be in a big parade!"

"Can not!" said Jimmy promptly. "When you're dead, you're just dead."

But Nancy had heard differently. "No! When you're dead you go up in the sky to God. That's what! My grandpa died, and he went to God."

"Well, mine died, too, and *he* didn't," said Jimmy. "When you're dead you're just dead, and that's all."

Without speculating too much upon the salvation of Jimmy's grandpa, we can take this conversation as a fair sample of the talk of four-year-old children about death. There was no emotion involved, and each child was reporting not his own observation but an adult's explanation. A listener would have learned much more about the parents than about the children.

### Death and the Young Child

A SMALL child's observation of death and his interest in it are as natural and direct as is his concern with birth. "How did this thing happen?" he wants to know. In the one case, nowadays, he usually gets factual information; in the other, a religious interpretation.

Could it be that we have freed ourselves of our own fears and taboos about birth but are still afraid to be simple in our thinking of death? Perhaps we do believe, in a deep sense, that "the Lord giveth, and the Lord taketh away"; but we don't try to explain the new baby by saying that "God sent him down from Heaven." Why can't we explain death as simply as we explain birth? There's

a soul concerned in either case, isn't there? And death is as normal as birth.

Before most of us are ready to meet a child's questions about death frankly and on his own level, we need a clearing up of our own emotions. We need to wonder, as an older child does, about the difference between living things and things that are not alive. How can one tell? Children and primitive people often think that what moves lives—the wind, water, the sun. How about seeds and eggs? Does a tree live? Who knows? We need to come to terms with the eternal cycle of birth, growth, death and decay, and new life springing from death.

None of us knows what life is. Life is a miracle and death another. Growth is a miracle. What one of the great fundamentals is not? We can say with Whitman,

"As for me, I know of nothing but miracles."

Yet to feel these things as miracles one needs maturity. A child watches the growth of a plant or a pet with delight but with no sense of mystery. So he accepts our limited explanations of birth. And so he can accept a limited explanation of death, an explanation comparing it, perhaps, to a sleep from which one does not awake. Perhaps the comparison to dreaming or to the emergence of an insect from a shell or a cocoon might give some idea of a continuing life. I do not know.

Of this I feel sure; children should not be kept from knowing about death. They should meet it early and casually, as they do birth.

"This beetle is dead" can come just as easily as "See the new baby rabbits." If adults treat such contacts naturally and without horror, children come to accept death as part of the cycle, a sad thing often, but not unnatural. Even the death of a pet should not be concealed, unless, indeed, it was too violent. These little sorrows help to protect the child against too great a shock when death comes to a friend or a relative. In that case there is the deep sorrow of loss to be borne, and all the explanation and philosophy in the world won't help the child as much as understanding love and an example of steadfastness and courage in facing grief.

So here we are, back to our earlier thought—that the child's spiritual growth depends less on what you tell him or teach him to repeat than on successful practice in habits and attitudes of co-operation, friendliness, honesty, and courage, and through the inescapable contagion of living with parents whose lives express spiritual values. The forms and customs of religion he can learn later; but the attitudes he sets in the preschool years will form the foundation on which his religion must be built.

# The hot school lunch . . . *A Special*



*A small suburban school in Columbia, South Carolina*

**N**OW that school is off to a good start, the daily hot lunch is something to look forward to. It's grand for the children, too, to know that someone is looking out for them, planning for them, fixing things so that every one of them is sure of at least one good meal every day. It starts them out on the right road—some day they'll be doing this for some other community's children, and so on and on in a never-ending chain, until at last nobody—nobody at all—is left out. And that's democracy!

Every P.T.A. school lunch is planned by a "nutritional yardstick" set up by the National Congress of Parents and Teachers. Every lunchroom must meet certain national standards as to diet, sanitation, service, management, and school co-operation.

Interest in the project is stimulated by score cards sent out by the National Congress to the local P.T.A. groups when they initiate the project and by Service Certificate awards to units that complete the project according to national requirements. Through a cooperative arrangement with the Office of Civilian Defense, individual workers are given the OCD arm band after completing fifty hours of volunteer work.

All service is voluntary, though many of the

Smiles and sighs (both, however, of satisfaction) greet the abundant, delicious, and nourishing school lunch provided by local P.T.A. units to the school children of the community. There'll be no "hidden hunger" among these up-and-coming youngsters—not if the P.T.A. can help it!

workers are professionally trained. A member of the school personnel usually acts as supervisor. There is no discrimination between children who can pay for their lunches and children who cannot.

The community school lunch is a nation-wide project of the National Congress. It is not a new project. Parent-teacher groups have been supplying school lunches for years. But nowadays, with the need increased by the war emergency, it has taken on a new vitality.

Victory gardens, faithfully tended all summer long, yield up their glowing harvests to be canned and stored away for winter use in the lunchroom. Parent-teacher members attend nutrition classes and spend their spare time pondering over diet lists and tall tables of food values. The relation of vitamins to vigor is made the subject of endless discussion. Parents and teachers plan together, not only how to get the most nutritive value out of the foods available but how to make the whole project serve an educational as well as a hygienic need.

And they're succeeding, as the record shows. Innumerable children formerly considered dull and



# project of the National Congress of Parents and Teachers



Bradford Graded and High School, Vermont

Through the school lunch program, the P.T.A. helps supply these growing youngsters with the extra vitamins that boost both their health and their marks in school.

incapable of learning have "gone to town" with their school work as a result of the daily school lunch, and the general level of school health in America is greatly improved. There is good reason to hope that the alarming evidences of widespread malnutrition brought out by the recent draft statistics are now, or soon will become, a thing of the past. Certainly no problem on the home front is more important. Good health is the first of all essentials for the defenders of a nation either in war or in peace, and the children now receiving the benefits of the hot school lunch will stand as those defenders in the not too distant future. We cannot be too mindful of their welfare.

"If the P.T.A. had never done anything but sponsor the community school lunch," said a prominent educator recently, "its existence would be more than justified by that alone." Be that as it may, the school lunch project is highly characteristic—

even typical—of P.T.A. activity in general. It is the parent-teacher ideal translated into practical service. Its influence may well be felt for many generations to come.



Helmer School at Jackson, Michigan

In just one single month of last year, about 6,000,000 school children were served daily by local P.T.A.'s all over the country. A still higher figure is expected this year.



# What Is Postwar Planning?

MINNETTA A. HASTINGS

*President, National Congress of Parents and Teachers*

NOT long ago a Program chairman asked me for suggestions; she wanted an extra good program this year. After asking a few questions about local problems and interests, I made some general suggestions. One was very specific—that at each meeting something be brought in that would make those present think of the years ahead and what they wanted them to be like. “Oh, you mean postwar planning and all that stuff; do we *have* to talk about it when we get it everywhere else? And anyway, what has that to do with parent-teacher work?” was the rather disappointed reply.

A fair enough question, and one that needs a thoughtful answer. That particular chairman is probably typical of many of us.

Well, what is the answer? Perhaps the words “postwar planning” in this connection are unfortunate. So many people immediately think, on hearing them, of such things as boundary disputes, complicated trade agreements, problems of international finance, and political machinery. These things are included in the term, of course; but so are many, many human problems that touch each one of us. Even the things that seem most remote can make for war or peace; for a high standard of living or a low; for a way of life that sets up the home as the keystone of our social structure or one that puts the state above all else; for a political philosophy that dignifies the common man and gives him certain inherent liberties or one that enslaves him.

Planning ahead is the favorite pastime of most parents. Before the baby comes there is discussion as to a suitable name, whether for a boy or a girl; there is talk of what school the youngster shall attend, what trade or profession the parents would like to see him (or her) follow. A crib and clothes are made ready for the newcomer.

Throughout each year of our children's lives we are thinking ahead for them. As families we plan ahead—we buy war bonds and take out insurance to protect the future; we plan for a home of our very own and pore over books and magazines on house plans and furnishings; we dream of what we shall choose when we can make realities out of dreams.

All this dreaming and planning presupposes

that our country is at peace, that there is employment—an opportunity to earn a decent living—for all who are industrious; that educational opportunities are offered at public expense to any ambitious child who is capable of receiving them; that the individual has freedom to live where he pleases, make his own choices as to vocation, family relationships, and type of religion; that we are all “equal,” and that everyone is entitled to the same opportunities as his neighbors. We think of these things as normal, and so they have been for millions in this country for many years. But not for all. Many people in the world have never known them.

BUT LIFE hasn't been all normal for any of us; most of us are living in our second period of war. We have been through the sad and dreadful years of depression that followed the spurious prosperity of the first World War. We know that our husbands, brothers, and sons may be called upon to go to war, and perhaps to die, because of bad conditions in some other parts of the world. We know that we can have civil war here at home in the form of race riots or the outbreak of gangs of hoodlums. We know that homes can't be secure unless there is employment. We know that our plans for the future of our families can be wrecked when our sons leave high school to go to war; when young folks marry and then have to separate and face an uncertain future. We wonder if the millions of babies now being born will be soldiers on the battle front or war workers on the home front twenty years from now.

These are the human questions we face when we think of the future. Are they “stuff,” as the Program chairman called them?

Yes, they are the stuff from which life itself is made. If we value the way of life we think of as normal, if we accept the responsibilities that are part of our freedom, if we want our children to live in a happier world, then the logical, sensible thing is to try to find out what causes wars; what causes poverty and unrest; whether or not we can find a basis for lasting peace; whether we can remedy the conditions that condemn too large a number of our citizens to bad environments, social injustices, and economic discriminations; whether

we are courageous enough to face what Herbert Agar calls the "explosive idea" of actual equality to the limit of individual capacity regardless of race or creed. Postwar planning involves such things as sufficient food for all people, everywhere; decent houses to live in; opportunities to earn a living and to plan for the future. It includes health services, schools, churches. It means security and freedom within the law and opportunity to help make the laws.

To secure these blessings for every citizen, nations must learn to live together; there must be collaboration between them; there must be some form of international organization to protect the rights of each nation, large or small; the possession and use of armaments must be controlled, just as is the possession of firearms by individuals. There must be an established international law to protect the rights of all peoples.

The world has shrunk with the coming of the airplane and the radio. People can reach any spot on earth within sixty hours, we are told, and radio is quicker than thought; ideas spread with the speed of lightning. It is important to us and to our children what people are thinking on the other side of the globe. Ideas are the most potent things in the world; as we *think*, so we are.

The common man is on the march everywhere; he is breaking the bonds of centuries. Revolution is in the air; ideas—good and bad—are fighting for mastery of the minds of men. We say democracy is the best form of government; do we know why we believe this and why some have questioned its truth?

**B**OTH the immediate and the distant future involve these questions. We must begin to face them now, for our children will be working at them for a long time to come. Fate has brought us face to face with history's greatest crisis, and we must rise to meet it. The specialists must work out the details of international relationships, but you and I must have opinions we can transmit to them, so that the underlying principles they arrive at will be fair and just. We want them to think in terms of the twentieth century, to meet the realities of the modern world. We want them to create a positive peace, not merely a breathing spell between wars. We can strive, also, to improve the bad spots in our domestic life.

This is our work, and we must do it unless we want to raise our boys to be soldiers, generation after generation; unless we want to go on wasting our valuable natural resources in destructive wars. Parents and teachers, above all others, live in the future as well as the present, because they work with the next generation. But the only way we can hope for a better world for that generation is

to improve this old one. It is the only one we have.

The opportunity is given us to *study, think, plan, and be articulate*. If we do not grasp this opportunity, others, with special interests or prejudices, will. When we try to find out facts, let us choose our sources of information cautiously and not be misled by propaganda. The National Resources Planning Board, the Federal Council of Churches, the Educational Policies Commission, the Commission to Study the Organization of Peace, and the Foreign Policy Association are reliable sources.

Regardless of involved language, complicated problems of finance, economics, and political machinery, the basic problems are those of human values. We don't want to go back to "the good old days" but to go forward to "better new days."

Recently, in Quebec, President Roosevelt said:

"I am everlastingly angry only at those who assert vociferously that the Four Freedoms and the Atlantic Charter are nonsense because they are unattainable. If those people had lived a century and a half ago they would have sneered and said that the Declaration of Independence was utter piffle. If they had lived nearly a thousand years ago they would have laughed uproariously at the idea of Magna Carta. And if they had lived several thousand years ago they would have derided Moses when he came from the mountains with the Ten Commandments.

"We concede that these great teachings are not perfectly lived up to today, but I would rather be a builder than a wrecker, hoping always that the structure of life is growing—not dying.

"May the destroyers who still persist in our midst decrease. They, like some of our enemies, have a long road to travel before they accept the ethics of humanity. Some day, in the distant future perhaps—but some day with certainty—all of them will remember with the Master: 'Thou shalt love thy neighbor as thyself.'"

As an organization the National Congress of Parents and Teachers has helped to create the International Federation of Home and School, which included thirty-two nations in its membership before the war. We helped bring into being the National Congress of Colored Parents and Teachers, so that Negro parents and teachers would have a channel through which to work for the same objectives as ourselves. We are all citizens of the United States, and all our children will share in its future. Postwar planning should be part of *all* our work; every committee should think ahead in its own field, and together we should be ready to help create public opinion.

Let us discuss these matters; let us read some of the many fine new books that can help to clarify our thinking. Let us not be afraid of *words* because they sound involved; let us understand that the future of our homes and of our children's welfare is hidden in what we think and do today.



# Around the Editor's Table

READERS of the *National Parent-Teacher* will recall the series of organizational articles published last year under the heading "Findings: National Convention." These articles, representing every major aspect of parent-teacher work and faith, were certainly important at the time they appeared, and since then parent-teacher leaders from all parts of the country have steadfastly maintained that their importance is permanent. To facilitate the usefulness of the series as a working tool, therefore, the articles have recently been collected in a booklet, which will be released shortly under the title "P.T.A. Horizons."

Among the features of the booklet are a fresh appreciation of the P.T.A.'s place in the life of the nation; a study of outstanding developments in the care and protection of children and youth; and a number of new interpretations of parent-teacher aims and objectives.

The material in "P.T.A. Horizons" reflects a magnificent tradition of child welfare as evidenced in the far-reaching parent-teacher organization. More, it sheds a clear light forward upon many a problem that challenges the guardians of America's children today.

Above all, this material, which represents the pooled abilities and experiences of many present and former parent-teacher leaders, will give the parent-teacher member a clear notion of what is most important for him to know now and to do now. The general reader will find enjoyment in reading the booklet for the first time and will know better what it means to be a member of a parent-teacher association. The professional worker, especially if he is program-minded, will find in it an inexhaustible treasury of source material for programs that are alive and significant.

The state congresses will receive "P.T.A. Horizons" in sufficient quantities to give one copy free to every local. Additional copies may be purchased from the state office or the National Office.

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FROM THE OPA in Washington comes a brief article on oil and gasoline saving, prepared especially for the *National Parent-Teacher*:

"Parents of pupils and school teachers who are inclined to grouse over the gasoline shortage should remember that mechanized warfare means an oil war.

A few highlights illustrate the tremendously important role of oil and gasoline in this war.

1. One all-out, 1,000-plane pasting, such as the

recent raids on Hamburg and Berlin, consumes as much gasoline as would normally be used for one day's business in St. Louis.

2. The Army reports that, in the first year of this war, overseas shipments of all supplies increased 600 per cent as compared to those recorded the first year of the last war. But overseas shipments of petroleum products increased more than 8,000 per cent.

3. An infantry division in 1917-1918 had motorized equipment representing about 3,200 horsepower, as compared with 400,000 at present.

4. One of Uncle Sam's famous P-T boats runs at fifty-five or sixty knots and burns up approximately 250 gallons of fuel oil an hour.

5. Every Flying Fortress that bombed harbor installations at Naples from North Africa required 1,100 gallons of gasoline per mission.

6. A modern destroyer uses more than 3,000 gallons of fuel oil an hour while operating at sea.

7. An Army transport burns 33,000 gallons of fuel oil a day.

8. Training planes use fifty gallons of 100 octane gasoline in an hour.

9. It requires 250 hours in the air, during which 12,500 gallons of gasoline are consumed, to train an average American pilot.

10. When flying in actual combat each engine of an Army or Navy plane uses approximately 100 gallons of gasoline an hour."

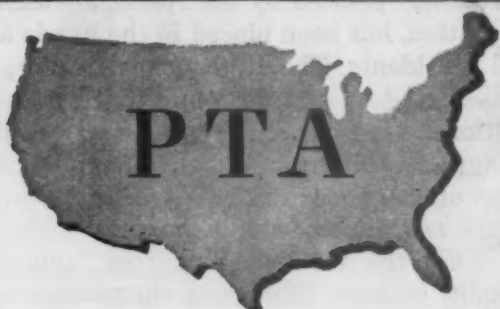
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THE National Congress of Parents and Teachers is experiencing some of the busiest days of its long and honorable existence. As this issue goes to press, the National Board is getting ready for its fall meeting, which will be held this year in Chicago, September 24 and 25.

In a series of five symposiums members of the National Board will go into council over the basic (and in many instances unflattering) conditions that are responsible for juvenile delinquency. Poor physical health, hazards to physical safety, undesirable home environments, inadequate educational opportunities, and unwholesome community influences will be discussed. After they have armed themselves with the facts, Board members will develop definite recommendations for an effective home front program.

Summaries of the symposiums and of the address on juvenile delinquency at the Board dinner will be published in the *National Congress Bulletin* and the *National Parent-Teacher*.





# Frontiers



## Forewarned Is Forearmed.



Last winter, when we of the Tyler City Council of Parent-Teacher Associations learned that there was to be an Army camp established near by, we began discussion of the problems that would certainly result from bringing many thousands of young soldiers into a town of 30,000 population.

We felt particularly concerned, of course, about the problems of youth in the community and the probable increase in delinquency. We felt the need to be prepared in advance, in order that we might forestall and prevent as many as possible of the adverse situations that might arise. Reports from other sections of the country had indicated the need, and the community was immediately on the alert.

The president of the council appointed a committee composed of all local unit presidents, all school principals, a minister, the city recreation director, the local executive for the Boy Scouts, and a few others. This committee was to investigate conditions and plan all possible measures of prevention.

At the meeting of this group, attention was called to the problems that have been faced in other areas and in the countries that have been at war for a longer period; possibilities that we might hope to work into our situation were brought up, and ways of carrying out any plan of prevention and helpfulness were discussed.

As a result of this first committee conference a meeting was held, with representatives present from practically every organization in the city: men's service and civic clubs, women's study clubs, garden clubs, churches, the police, the schools, the Chamber of Commerce, welfare organizations, the Boy Scouts, the Camp Fire Girls, and the Red Cross—and of course all the parent-teacher associations in the community.

To present problems and to make suggestions for prevention and solution, there was brought to Tyler for a week a speaker from the Hogg Founda-

tion (for mental hygiene) of the University of Texas at Austin. This speaker not only talked at the meeting but later met with local parent-teacher groups, church groups, and high-school and junior-high students to discuss problems that might arise and youth's part in the war.

It was decided to urge all groups represented to sponsor some youth activity, it being the common opinion that young people who are kept constructively busy have little time or energy for detrimental activity. Some of the ministers who were present later called for speakers to meet with parent groups in their churches to present the suggestions that had been made. Various clubs made a similar request, and this, of course, resulted in widespread knowledge of the program and appreciation of its value to the community.

SOME OF the effects of these discussions and plans are now being seen: The city of Tyler has set up, under the supervision of its recreation director, a city-wide recreation program; several new Boy Scout and Camp Fire groups are being sponsored by clubs; one garden club furnished funds and provided a leader, who took a course of training to qualify for the work; groups of high-school and junior high-school girls have been taught various phases of Red Cross work, such as the making of surgical dressings; the parent-teacher associations are continuing many of their activities through the summer, thus proving themselves most helpful in youth activities; and several churches have established reading rooms and recreation places in the church buildings, providing reading and writing materials, supervised amusements, and refreshment.

At this time, although there are many soldiers stationed just outside the town, delinquency has not increased to any great degree. Moreover, the youth of the community feel that they are sharing in the responsibility and effort of winning the war. The effect of the program as a whole is seen in the higher morale of the entire community.

—CHERIE MINGS

## Combating Delinquency.



Michigan has been extremely concerned during the past year with an increasing problem of juvenile delinquency. It has seemed to take three forms: sex involvements of teen-aged girls in areas around both camps and war plants; an outburst of law-breaking, almost hysterical, by gangs of pre-adolescent and young adolescent boys; and a wave of crime among older adolescents.

The Michigan Congress of Parents and Teachers recognized an unavoidable responsibility and early in the summer of 1942 began to make plans. The chairman, Dr. Lowell J. Carr, director of the Child Guidance Institute, was a capable and experienced leader. A conference of experts in mental hygiene, adult education, and sociology was called to meet with lay P.T.A. members. The result was a small leaflet entitled "Wartime Delinquency Prevention—What the P.T.A. Can Do." Every attempt was made to keep the leaflet completely practical and to hold its recommendations within the scope of any P.T.A. It was agreed that in this situation the main function of the parent-teacher association was to stimulate community opinion and community action. Over 1,000 leaflets were placed with P.T.A. leaders to facilitate their work.

Two community meetings held by the state committee were planned to create general discussion. These were followed by work on concrete local problems and suggestions as to their solution.

Although it was necessary for the chairman to resign this spring, his place is being taken by a probate judge, Arthur E. Moore, who is equally interested and has had broad personal contact with the results of delinquency. He literally picked up where the former chairman left off, and in June 1943 he issued a series of ten well-chosen questions to council presidents, which would enable them to go into action immediately in an attack on their local situations. In addition, the letter suggested that prompt contact be made with all agencies interested.

The Michigan Congress has attempted to "slant" committee work toward the problem. The Social Hygiene committee, through the State Health Department, is issuing a special edition of "Growing Up in the World Today." Thorough distribution will be made early in the fall. The Recreation committee has published "Plays and Games—Where to Find Them," and throughout the year

has laid emphasis on "home play." "Teen-Trouble," printed by the National Recreation Association, has been placed in the hands of all council presidents. The High School Service chairman has served on a state committee interested in vocational and personal guidance. Fall plans in many committees are being made with recognition of this need, and highly effective programs of work may be expected as a consequence.

While the Michigan Congress cannot claim full credit, because conditions themselves are forcing sympathetic groups to act, the stimulation it offered has been reflected in the results.

BEFORE Judge Moore became chairman, his home city (Pontiac) had already called together the parent-teacher association, the social agencies, the police department, and other groups to organize and work together. South Haven held a Fathers' Night meeting and a question and answer meeting with the state police. "Questions of interest to our own locality were asked and discussed in a most friendly manner," says the report. Battle Creek Council, working through its youth activities committee from the point of view of prevention, has issued two excellent letters to local units to help them increase and improve recreational activities. A "rating questionnaire" was enclosed, starting with such challenges as this: "Does your P.T.A. sponsor as many recreational and character-building programs as it should?" and "How far do the children of your district have to travel to a skating pond? To a playground?"

Sault Ste. Marie, through the insistence of the parent-teacher association and others, now has a full-time social worker. North Park P.T.A. in Kent County conducts an employment agency that finds work for youngsters and prepares them for it by practical and psychological instruction. These are but samples of local unit action in a cause which, everyone admits, is in the forefront of all responsible citizens' thinking today. There can be no compromise with the forces that cause juvenile delinquency.

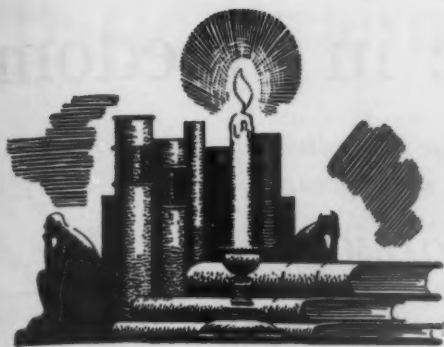
The Michigan Congress, at its wartime conference (annual convention), received a letter from Governor Harry J. Kelly not only recognizing its contribution but asking its cooperation in a program he was about to institute. May next fall truly show marked results where they will do the most good—in the attitudes of individual boys and girls.

—KARLA V. PARKER

*The plan of the National Congress grows in our minds and hearts with increasing beauty and strength . . . . We give thanks that it has been ours to guide little children; we pledge ourselves to their service with loyalty, affection, and devotion. It is ours to carry on whatever conditions may confront us.*

—MINNIE B. BRADFORD, *President's Report, 1933*





## BOOKS *in Review*

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**AS THE CHILD GROWS.** By *Helen Benton Pryor, M.D.* New York: Silver Burdett Company, 1943.

**T**HIS book is a manual of child development from the time of conception onward. Beginning with a discussion of prenatal growth and the factors that may influence it, with strong emphasis upon the health of the mother, it proceeds through the successive stages of growth through childhood and adolescence. Nutrition and diet, posture and body mechanics, and the control of disease are dealt with in the early chapters.

Greater stress is laid upon the mental and emotional phases of development as the author takes up the problems of the preschool child. Emotional reactions, habit formation, and patterns of play and work are discussed. The primary school child, the preadolescent boy and girl, and the young person of high school age are presented in turn.

*As the Child Grows* is a lavishly implemented book. Well illustrated with drawings and photographs, it contains in addition a long list of suggested readings and a voluminous appendix of charts, tables, and diets.

"Teachers, parents, social workers, and all others who guide children are coming to recognize more and more that they must deal with the whole child," says the author in her introduction. "The purpose of this book . . . is to picture the child as a whole." This purpose is admirably fulfilled.

**COURAGE FOR CRISIS.** By *Bonaro W. Overstreet.* New York: Harper and Brothers, 1943.

**T**HE courage that we make for ourselves is the only courage that will carry us through." This sentence, which embodies the theme of Mrs. Overstreet's invaluable little book, will have a familiar ring to readers of this magazine. The sturdy yet sympathetic philosophy of this author has been expressed repeatedly in the *National Parent-Teacher*.

*Courage for Crisis* is a book for everybody. Its usefulness is by no means confined to the war emergency, for the values it upholds are permanent and stable. Yet it carries a message of hope

and strength to meet wartime frets and fears, and nobody who heeds that message will ever despair. Mrs. Overstreet lays great stress on American ingenuity and the will to conquer difficulties. She does not propose forgetting or denying either the handicaps or the dangers of war. "It will be the aim of this book," she says, "to become so familiar with our fears that they cannot surprise us, cannot catch us off guard. It will be our aim to take, as it were, the offensive against them—to go out and meet them half way. We can do this if we are made strong by a wise use of those old, but never too old, resources of mind and spirit which have stood mankind in good stead through all the crises of the past." On this basis she has built a solid structure of fact, persuasion, inspiration, and experience. There are many points, incidentally, that would be well worth discussion by the family council.

**CHILDREN NEED ADULTS.** By *Ruth Davis Perry.* New York: Harper and Brothers, 1943.

**F**OCUSING attention entirely on the preschool years, this book abounds in illustrative stories and situations. "It shows how to steer a constructive course," say the publishers, "between two detrimental extremes: the tyranny of the adult and the tyranny of the child."

Formerly it was the tyranny of the adult that caused concern to educators; recently they have become concerned also about the tyranny of the child. Parents have heard so much about the undesirability of the former state of affairs that many of them have become hesitant and unsure of themselves with regard to discipline. This situation is probably less serious than its opposite, but it is by no means ideal.

*Children Need Adults* is a useful auxiliary volume for the preschool study group. Whatever material is being used officially, the anecdotes and dramatized incidents in this book will provide a wealth of explanatory information. It is quite as profitable for the individual reader; there is no parent of a preschool child who will not find in it several all-too-familiar problems and some excellent suggestions for their solution.





# The Family's Stake in Freedom

*A parent education study course for individual parents and parent-teacher study groups.*

*Directed by RALPH H. OJEMANN*

THIS OUTLINE IS BASED ON THE ARTICLE HOME-SCHOOL TEAMWORK FOR DEMOCRACY. SEE PAGE 19.

## Outstanding Points

I. Cooperation between home and school is one of the basic principles of modern education. In the volunteer army of the National Congress of Parents and Teachers, both parents and teachers give care, education, and protection to the nation's children; they fight to uphold fundamental services for children, at the same time participating in war work and preparing to meet a multitude of postwar problems.

II. The previous joint work of parents and teachers speaks for itself through the remedial work of the Summer Round-Up campaign, the school lunch program, publications and broadcasts, improvements in educational practice, and a heightened public interest in child welfare.

III. The challenge to reconstruction after the war should inspire more and better cooperation. The task of preserving our victory, of making a total and enduring peace, begins at home and carries over into the school. Parents and teachers must share this task.

IV. To avoid the waste of neglecting education as demonstrated by the last war, our entire school program should be re-evaluated to meet the new peacetime needs. If we are to secure better schools, we must advance the standards of the teaching profession and make an effort to interest promising young men and women in teaching as a career.

V. Parents and teachers are the most powerful defenders of youth. Working together, they can coordinate their efforts to build the best possible environment for our children, who are the citizens of tomorrow. Without such coordination this will not be possible, and we cannot afford to "lose the peace" that will follow this war.

VI. The need of older children and adolescents for understanding help and guidance from their parents, their teachers, and other adults in the community is greater today than ever before. The high school parent-teacher association can do much to insure these bulwarks to their safety.

## Questions to Promote Discussion

1. Can we understand a child's behavior at home without knowing what is going on at school and on the playground? How may a child's home experiences hinder his learning at school? Give some examples.

2. What preparations are being made in and by your community for the transition from war to peace? How can the parent-teacher association help in this? What is the school's responsibility for helping to build public opinion?

3. Is your P.T.A. representative of the parents in the community? If not, how can you improve the representation?

4. What are some of the problems that arise because of lack of understanding between home and school? How can parents and teachers be induced to discuss freely the school and home problems related to education?

5. What is your children's school doing to educate for citizenship? Is any attempt made to draw parents into the plan, so that they may cooperate? Have parents themselves made a united effort in this direction?

6. John, aged eight, cries every morning and says that he does not want to go to school. When he gets to school he often says he is sick. Can you suggest a plan his parents and teachers may use to find out what the trouble is?

7. Jack, who is in the fourth grade, doesn't eat his breakfast and almost has to be pushed out of the door at schooltime. He likes his teacher and gets along fairly well in his studies. What may be some of the reasons he doesn't want to go to school? How may his parents and his teachers get to the bottom of the trouble?

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Next Month's Subject: *Sharing the Family Tasks*

# Basic Training for the Toddler

*A study course for parents of preschool children, for study groups, and for parent-teacher associations.*

*Directed by ETHEL KAWIN*

THIS OUTLINE IS BASED ON THE ARTICLE MENTAL GROWTH IN THE PRESCHOOL PERIOD. SEE PAGE 7



## Outstanding Points

I. Mental growth may be defined as "the increasing capacity to learn that is shown by the growing child." There are definite signs of *mental* growth just as there are definite signs of physical growth. We should learn to observe these indications.

II. Mental growth in early childhood can be measured by "mental tests" carefully and scientifically developed. Such tests should be administered, however, only by highly skilled psychologists, who can not only give them properly but interpret the results correctly.

III. There are many signs of a child's growing mentality that can be observed by parents and teachers who are not trained to give or to interpret mental tests. The most important of these is the young child's use of language—the number of words he can use, the length of his sentences, and the way his phrases are constructed. Periodic recording of samples of a child's speech will serve as an indication of mental growth if one compares early samples with those recorded several months later.

IV. There are other signs of mental growth that can be readily observed, such as *constructiveness* in play, ingenuity in the use of toys, the level of a child's interests, and the kind of information he has acquired and remembers.

V. Not all children are alike in their mental development. Some develop more slowly and others more rapidly than the so-called "average" child. We cannot force the mental growth of a child; he must grow at *his own natural rate*. But we can and should provide for each child the kind of environment and opportunities for rich experience that will foster growth at his highest potential rate. Children whose *natural capacities* differ should not be compared as to their mental growth or achievements.

VI. Mental health is quite as important as physical health. Mental health is *not* dependent upon high intelligence, but it cannot be separated from mental growth. We cannot do much to influence the rate of growth or even the ultimate level of mental development, but we can do a great deal to insure that the developing child shall have *healthy* mental growth.

## Questions to Promote Discussion

1. How can mothers, teachers, and others entrusted with the care and training of young children observe their mental growth? Can you list a dozen "signs" to watch for?

2. What kind of training and what kind of environment provide *opportunities* for a young child to learn? (Be specific in answers to this question; think of the *age of the child, the ways in which adults handle him, the play materials available to him, and his opportunities to play with other children.*)

3. Are trained psychologists, experienced in testing young children, available in your community? Do you think your child should be given a mental test? Would it

help you to guide him wisely if you knew the general level of his mental capacity? Even though you may not feel that such a test is needed for your own child, can you help through your P.T.A. to provide such professional services for children in the community who do need them?

4. If a child's mental development is unusually rapid, what are some of the things we can do to keep him "well balanced" and well adjusted? If a child is unusually slow in mental growth, how can we best protect him from the possible ill effects of this handicap upon his mental health?

5. What are the basic mental health habits that should be established in the early childhood years? And what are the practical methods of training children so that they learn such desirable habits?

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Next Month's Subject: *Freedom and Discipline for the Early Years*



# MOTION PICTURE PREVIEWS

THE motion picture reviews that appear in this magazine can be made more useful to the family if they are clipped and pasted on index file cards (size 3" x 5") and filed alphabetically in a card index. Use cards of a different color for each class; i.e., white for *adult*, yellow for *family*, and pink for *junior matinee*. The children will enjoy preparing and keeping the file.

The review of a film will sometimes be published in the Magazine several months before the film is released in the theaters. It is not always convenient to look through several magazines to find a review, but it takes only a moment to pull a card out of a file.

In response to requests from our readers, we are beginning with this issue the listing, with a short descriptive note on each, of the better films reviewed in the previous month's issue.

The following simple suggestions may increase your enjoyment: Read a review from a source you have found reliable. Don't rely on a title; many reasons determine the selection of a title. Don't rely on the names of the stars; because you have liked one film a star has appeared in, it does not follow that you will like all other films in which he appears. An ambitious, versatile star does not like to be "typed" by playing the same sort of character all the time, and the studios naturally like to use their stars in as many films as they can. Do not depend upon studio advertising. Since all advertising is written to sell a product, a studio is not likely to tell its customers that a film is only fair entertainment.

Telephone the theater to determine just when the film you want to see comes on the program. Be in your seat when the curtain goes up, just as you would at a stage play. Maximum enjoyment cannot be gained from a story unless it is told from the beginning. It is as foolish to see a film from the middle to the end and then from the beginning to the middle as it would be to open a novel and read it from the middle to the end and then turn to the first page.

Unless you like double bills, do not stay for the second feature. Even if you find it to be a good picture you will usually be so fatigued that the flavor of both films will seem dulled.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

## JUNIOR MATINEE

(From 8 to 14 years)

**Frontier Bad Man**—Universal. Direction, William McGann. Frontier adventure story with the cattlemen refusing to be victimized by an outlaw combine set up to control prices. The scenes of moving cattle are well photographed, the acting is good, and the action is fast and exciting. Cast: Diana Barrymore, Robert Paige, Anne Gwynne, Leo Carrillo, Andy Devine.  
Adults 14-18 8-14  
Western Good Good

**Girl Crazy**—Metro-Goldwyn-Mayer. Direction, Norman Taurog. Typical Rooney and Garland musical comedy, enhanced by lavish outdoor settings, Gershwin music by Tommy Dorsey and his orchestra, excellent dancing, and a good cast of pretty girls. Mickey Rooney runs the gamut of singing, dancing, piano playing, imitations, acting, and just plain clowning, and in each displays finesse. It is excellent entertainment for those who like peppy music, good dancing, and a lively, if slight, plot. Cast: Mickey Rooney, Judy Garland, Gil Stratton, Robert Strickland, "Rags" Ragland.  
Adults 14-18 8-14  
Entertaining Entertaining Entertaining

**Lassie Come Home**—Metro-Goldwyn-Mayer. Direction, Fred M. Wilcox. An exceptionally fine picture of its type is this adaptation of Eric Knight's story of the mutual love and loyalty of a boy and his dog. The outdoor settings are beautiful in technicolor, the acting is excellent, and the direction is sensitive. Although at times tense and emotional, the story has a happy ending. Cast: Roddy McDowall, Donald Crisp, Dame May Whitty, Edmund Gwenn, Nigel Bruce.  
Adults 14-18 8-14  
Excellent Excellent Excellent

**True to Life**—Paramount. Direction, George Marshall. Entertaining light comedy-farce, well cast and directed, with bright dialogue and many amusing situations. Two radio writers, badly in need of new material to bolster up a daily serial program, use a real-life family as copy. Cast: Mary Martin, Franchot Tone, Dick Powell, Victor Moore.  
Adults 14-18 8-14  
Amusing Amusing Amusing

**Shrine of Victory**—Casanave-Artlee. Feature length. Released by 20th Century-Fox. A beautifully produced film, presented with simplicity and restraint by a young Greek who escaped to join the fighting ships that sail from England's shores. The story unfolds chapter by chapter the history of Greece; her ancient culture and democratic ideals; her modern cities; her folk music, dances, and crafts; her industries; and her devastation by the Axis hordes.  
Adults 14-18 8-14  
Excellent Excellent Excellent

**Thank Your Lucky Stars**—Warner Bros. Direction, David Butler. This is a parade of all the "big names" of Warner Brothers. It is unique in that it brings to the audience these popular stars in comedy skits at variance with their usual roles. The many variety acts, tied together by a good enough story, make this amusing entertainment of its type. Cast: Humphrey Bogart, Eddie Cantor, Bette Davis, Olivia de Havilland, Errol Flynn, John Garfield, Joan Leslie, Ida Lupino, Dennis Morgan, Ann Sheridan, Dinah Shore.  
Adults 14-18 8-14  
Amusing Amusing Amusing



## FAMILY

**Heaven Can Wait**—20th Century-Fox. Direction, Ernest Lubitsch. Extremely sophisticated satirical farce, in true Lubitsch style, with excellent acting and production, elaborate costumes and settings, and humorous, cleverly written dialogue. The story is of a charming gentleman of sixty, who, departing this life, arrives at the office of his Satanic Majesty only to find that he must qualify before being admitted to the lower regions. This necessitates a recounting of his transgressions—all associated with the opposite sex, who all his life have found him irresistible. In the last analysis—and in spite of the fact that he had an adored and adoring wife—he seems to have spent his life in the pursuit of beautiful young women. Cast: Gene Tierney, Don Ameche, Charles Coburn, Spring Byington, Laird Cregar.

Adults	14-18	8-14
Amusing	Amusing	Mature

**The Phantom of the Opera**—Universal. Direction, Arthur Lubin. This third screen adaptation of the novel by Gaston LeRoux places emphasis on the music and minimizes the horror that was stressed in previous productions. The story is set in the Paris Opera House and its underground passages, where a pretty singer, in love with the baritone, is menaced by the interest in her career of a disfigured madman. The lavish sets and costumes are gorgeous in technicolor, and casting and acting are excellent. There are interesting contrasts of lightness and tragedy, humor and pathos, and both operatic and background music are delightful. Cast: Nelson Eddy, Susanna Foster, Claude Rains, Edgar Barrier.

Adults	14-18	8-14
Good	Good	No

**Salute to the Marines**—Metro-Goldwyn-Mayer. Direction, S. Sylvan Simon. War drama, more colorful than realistic, with Wallace Beery cast as a Marine on the verge of retirement, with never a chance at real war and the medal he has dreamed of earning during all his many years of service. Instead, he has turned squadron after squadron of raw recruits into leather-necks, until he has become "not so much a soldier as an institution." However, things change with the coming of World War II in the Pacific. Cast: Wallace Beery, Fay Bainter, Reginald Owen, Keye Luke.

Adults	14-18	8-14
Good	Good	No

**Tartu**—Metro-Goldwyn-Mayer. Direction, Harold S. Bucquet. Made in England with a good cast, and interestingly set in a chemical factory in Czechoslovakia, this better-than-average story of sabotage places emphasis on the astute work of the Czech underground spy and sabotage groups. Although it is an action melodrama, the restraint of the good British cast and director keep it entertaining, believable, and suspenseful. Cast: Robert Donat, Valerie Hobson, Glynis Johns, Walter Rilla.

Adults	14-18	8-14
Good	Good	Mature

**Holy Matrimony**—20th Century-Fox. Direction, John Stahl. A delightfully amusing social satire based on the story "Buried Alive" by Arnold Bennett, wherein a noted English artist assumes his valet's name when the doctor makes a mistake on the death certificate, and then later marries the lady of the matrimonial bureau with whom his valet had been corresponding. A well-directed picture, laid in England early in the twentieth century, with cleverly written dialogue and good musical background. Both Gracie Fields and Monty Woolley are outstanding, and the supporting cast is excellent. Cast: Monty Woolley, Gracie Fields, Laird Cregar, Una O'Connor, Alan Mowbray.

Adults	14-18	8-14
Entertaining	Yes	Little interest

**The Lady Takes a Chance**—RKO. Direction, William Seiter. Highly amusing light comedy, well acted, with laugh-provoking dialogue and many amusing situations. Jean Arthur, as a "white collar girl" on vacation, goes West on a sight-seeing bus and meets romance in the person of a rodeo rider from Oregon—a woman-hater whom she pursues in the naive manner possible only to Jean Arthur. Cast: Jean Arthur, John Wayne, Charles Winninger, Phil Silvers.

Adults	14-18	8-14
Amusing	Amusing	Mature

**Destroyer**—Columbia. Direction, William A. Seiter. A salty sea tale that owes its chief appeal to the excellent acting of Edward G. Robinson. The theme is developed through watching a ship from the laying of her keel to the proving of her ability in actual battle. The cast is well chosen, with Mr.

Robinson as a cocky, though pathetic, officer of the old school, dealing with new methods and young men of the present navy. Good photography of sea scenes, and convincing airplane and submarine fighting. Cast: Edward G. Robinson, Glenn Ford, Marguerite Chapman, Edgar Buchanan.

Adults	14-18	8-14
Good	Good	Tense

**Young Ideas**—Metro-Goldwyn-Mayer. Direction, Jules Dassin. Sophisticated farce-comedy with an inconsequential plot, but well presented by an excellent cast and, as a whole, diverting entertainment. Two worldly-wise young people undertake to break up the marriage of their mother, writer of an ultra-modern best seller, and a sedate small-town professor. Cast: Susan Peters, Herbert Marshall, Mary Astor, Elliott Reid.

Adults	14-18	8-14
Diverting	Amusing	No

## ADULTS

**The City that Stopped Hitler**—Russian documentary war film. An inspiring, though horrifying, pictorial record of the almost superhuman stand of the Russians in Stalingrad, where they held the German crack troops 192 days until the Russian Army outflanked the city and captured the entire army.

Adults	14-18	8-14
Outstanding	Horrifying	Horrifying

**Claudia**—20th Century-Fox. Direction, Edmund Goulding. Claudia, of Red Book and stage play popularity—originally created by Rose Franken—as presented on the screen, is delightfully entertaining, as well as seriously appealing from a psychological viewpoint. It is the story of an emotionally immature young matron and of the circumstances that force her to grow up. The acting of the perfectly chosen cast is natural and convincing throughout, and the direction shows fine sensibility and understanding. This is essentially a product of a grown-up motion picture industry and the entire production shows finesse and pleasing artistry in all departments. Cast: Dorothy McGuire, Robert Young, Ina Claire, Reginald Gardiner.

Adults	14-18	8-14
Exceptional	Mature	No

**Let's Face It**—Paramount. Direction, Sidney Lanfield. Bob Hope and Betty Hutton provide entertainment in this screen version of the Broadway musical comedy, but are hampered by a poor script. The tawdry story is of three philandering husbands and their neglected wives. The latter employ three soldiers in need of money to assist in a romantic plot concocted to make the husbands jealous. Cast: Bob Hope, Betty Hutton, Dona Drake, Cully Richards, Eve Arden, Zasu Pitts.

Adults	14-18	8-14
Only fair	Not recommended	No

**The Man from Down Under**—Metro-Goldwyn-Mayer. Direction, Robert Z. Leonard. Entertaining, and rather different, story beginning shortly after the signing of the Armistice in 1918 and moving forward to the present war. The action includes a prize fight, a battle with the Japs, and a romance—also some unnecessary drinking bouts. The fine acting of Charles Laughton dominates the whole. Cast: Charles Laughton, Binnie Barnes, Richard Carlson, Donna Reed.

Adults	14-18	8-14
Good	Not recommended	No

**For Whom the Bell Tolls**—Paramount. Direction, Sam Wood. This long-heralded picture comes to the screen with excellent production, superb acting, and magnificent mountains beautifully photographed in technicolor. The gorgeous scenery, the vivid characterizations of the Spanish guerrillas, and the tragic love story somewhat obscure the theme—the indomitable will of free people the world over to fight unto death in resisting those who would enslave them. Although the story is an authentic adaptation of the book, the controversial political issues raised by the latter are only lightly implied. The ebb and flow of human emotions, which erupt into violent conflict between the various characters during the three days in which they prepare for almost certain death, are at times so tragic and brutal as to be almost unbearable for the audience. An American, fighting with the Spanish Republican soldiers, is sent to join a band of guerrillas barricaded in the rugged mountain country and to enlist their aid in blowing up a bridge. Cast: Gary Cooper, Ingrid Bergman, Katina Paxinou, Akim Tamiroff, Arturo de Cordova, Joseph Calleia, Vladimir Sokoloff.

Adults	14-18	8-14
Interesting	Tense	No

(Continued on page 40)

## MOTION PICTURES REVIEWED IN SEPTEMBER ISSUE

### JUNIOR MATINEE (8 to 14 Years)

*I Dood It*—A Red Skelton comedy.  
*The Kansan*—A good Western.  
*Prelude to War*—Excellent pictorial history.  
*Stage Door Canteen*—Delightful songs and romance.  
*Stormy Weather*—Excellent musical, all-Negro cast.  
*This Is The Army*—Excellent musical, soldier cast.

### FAMILY

*Appointment in Berlin*—Good espionage story.  
*Behind the Rising Sun*—Japanese treachery.  
*The Constant Nymph*—An excellent love story.  
*Hers to Hold*—Delightful songs and romance.  
*Salute to the Marines*—A colorful war drama.  
*So Proudly We Hail*—Story of the nurses on Bataan.  
*Victory Through Air Power*—Seversky's book presented by Disney.  
*Watch on the Rhine*—A magnificent social drama of the war.  
*World of Plenty*—Interesting treatise on food.  
*The Sky's the Limit*—Sophistication, serious undertone. Adults only.

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AGNES SAMUELSON, School Education chairman of the National Congress of Parents and Teachers, is an educator of distinction and wide experience. The quality of her work has been recognized by honorary degrees from many institutions of learning. Miss Samuelson is a member of the Educational Policies Commission and is executive secretary of the Iowa State Teachers' Association.

ALICE SOWERS, educator, regional vice-president of the National Congress, and chairman of the National Radio Script Service, is professor of family life education and director of the Oklahoma Family Life Institute at the University of Oklahoma. Dr. Sowers is an associate editor of this magazine. Her contributions well represent the pioneering, forward-looking spirit of family life education in the United States. Her writings as well as her lectures are widely valued and sought after.

The following parent-teacher leaders are responsible for this month's "P.T.A. Frontiers": Mrs. Jack M. Little, President, Texas Congress, and Mrs. Henry Mings, State Chairman of Wartime Activity, Tyler, Texas; and Mrs. James C. Parker, President, Michigan Congress of Parents and Teachers.